

**Collection development practices at institutions of higher learning
in Namibia with special reference to electronic resources: the case
of the University of Namibia library**

By

Maria Ashilungu

Submitted in accordance with the requirements
for the degree of

MASTER OF ARTS

in the subject

Information Science

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF O B ONYANCHA

JUNE 2017

DECLARATION

Student Number: 3692-8984

I declare that **Collection development practices at the institutions of higher learning in Namibia with special reference to electronic resources: a case study of the University of Namibia library** is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

MARIA ASHILUNGU

15 June 2017

.....

Signature

.....

Date

MARIA ASHILUNGU

ABSTRACT

The purpose of this study is to investigate the collection development practices of electronic resources at the University of Namibia (UNAM) library and its constituent branches. Collection development is one of the critical activities of any library management process; therefore, the goal of collection development in university libraries is to effectively provide relevant and up-to-date information resources. The main aims of the study were: to explore the collection development procedures and policies for electronic resources at the UNAM library; to investigate the factors that influence the collection development of information resources; to assess the extent which teaching staff and subject librarians are involved in collection development at the UNAM library; to discover the barriers to effective collection development of electronic resources at the UNAM library; and to determine the influence of the UNAM library budget allocation on the collection development of electronic resources. The population of the study comprised of 291 teaching staff from all eight faculties of UNAM. A total of 149 faculty members responded to the survey, which gave a response rate of 51.2%, while a total number of 16 library staff were interviewed. The study employed a quantitative approach, and the qualitative approach was applied on the part of the library staff. For quantitative data collection, the study used a self-administered questionnaire, while for qualitative data, the study used an interview schedule with library staff. The data from the interviews were used to complement the data from the survey. Quantitative data were analysed using SPSS, while the qualitative data were analysed using thematic content analysis. The study revealed that not all faculty members are aware of the guideline, procedure, and policies on the collection development activities. Eighty one percent (81%) of the respondents are aware of the importance of their role in selecting library materials, 72% are aware of acquiring books, and 67% are aware of the budget allocated to their faculty. The majority totaling 94% of the faculty members are not aware of weeding or disposal of library

books, followed by 83% who are not aware of collection evaluation, and 81% are not aware of the collection development policy in place at the UNAM library. From the data collected, the study found that a majority (67%) of faculty members are aware of ICTs used in collection development activities. Even though the majority of faculty members are aware of ICTs used in collection development activities, (45%) faculty members are not aware that ICTs can be used in collection development. The major challenge facing the UNAM library is the absence of the collection development policy, which makes it difficult for the teaching staff, students, and library staff to understand all the issues related to the collection development of electronic resources in the library. Another challenge is the inadequacy of funds to cater for the increasing costs of electronic resources in various subject fields.

Key terms: Collection development, electronic resources, University of Namibia, Faculty members, subject librarians, Information and Communication Technologies.

DEDICATION

This dissertation is dedicated to my lovely husband, Kleophas N. Ashilungu, my lovely daughter Ester Helvi N. Ashilungu, my lovely mother Martha Nelago Andreas (Gwandili) and in remembrance of my late grandmother Liina Namutenya gwlipinge. Thank you for your love, support, care and the encouragement all through my life.

ACKNOWLEDGEMENTS

First of all, I would like to thank my supervisor, Professor Omwoyo Bosire Onyancha, for his continued support and advice throughout this dissertation. Although undertaking this research was not an easy journey at times, he played a big part by being mentors, coaches and supervisor. I am also grateful to the Staff development of the University of Namibia for financial assistance given to me in order to undertake my study. I also wish to thank the University of Namibia Research Directorate for affording me an opportunity to conduct this survey at UNAM. Furthermore, my earnest gratitude goes to the participants who are University of Namibia teaching staff and library work from various faculties and branch libraries, who willingly gave of their time and to share their experiences on collection development activities. Without their selfless and unconditional support this study would not have been possible. To my lovely family who have supported and encouraged me on the academic journey. Last, but not least, to God be the glory. He gives me the strength and my prayers were all answered.

Psalm 23

TABLE OF CONTENTS

Table of Contents

DECLARATION	i
ABSTRACT	ii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS	vi
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY.....	1
1.1 Introduction	1
1.2 The role of libraries in supporting higher education institutions	2
1.3 Contextual setting.....	4
1.4 Definition of terms.....	7
1.5 Conceptual framework.....	10
1.6 Problem statement	11
1.7 Purpose of the study	12
1.8 Objectives of the study	12
1.9 Research questions	13
1.10 Significance of the study	13
1.11 Scope and limitations of the study	14
1.12 Research methodology.....	15
1.13 Organisation of the dissertation	17
1.14 Summary of chapter one:.....	19
CHAPTER TWO: LITERATURE REVIEW	20
2.1 Introduction	20
2.2 Collection Development: a brief conceptual review	21
2.3 Collection Development Process	23
2.3.1 Determining user needs	24
2.3.2 Collection development policies	25
2.4 Review of the related studies	37

2.4.1	Collection development practices in university libraries	37
2.4.2	Collection development of electronic resources in university libraries	39
2.5.3.	Funding collection development activities.....	44
2.5.4.	Resource sharing as a way of collection development in academic libraries.....	50
2.5.5	Role of the teaching staff in collection development	52
2.5.6	Role of Subject Librarians in Collection Development	53
2.5.7	Challenges faced by university libraries in collection development	54
2.6	Summary of chapter two.....	57
CHAPTER THREE: RESEARCH METHODOLOGY		59
3.1	Introduction	59
3.2	Research approach	59
3.2.1	Quantitative research approach.....	61
3.3	Research method.....	62
3.4	Population.....	63
3.5	Sampling techniques and procedures.....	64
3.5.1	Sampling method/techniques	65
3.5.2	Sample frame	67
3.5.3	Sample size	67
3.6	Data collection methods and instrument of data collection	70
3.6.1	Questionnaires	70
3.6.2	Interviews	72
3.7	Pre-testing of the instruments of the data collection.....	74
3.8	Reliability and validity	75
3.9	Data analysis and presentation.....	76
3.10	Ethical considerations	76
3.11	Problems encountered in the study	77
3.12	Summary of Chapter Three.....	78
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE FINDINGS.....		79
4.1	INTRODUCTION	79
4.2	SECTION A: FINDINGS BASED ON THE DATA COLLECTED FROM THE TEACHING STAFF	80
4.2.1	Response rate and respondents' profile	80
4.2.3	Collection development procedures and policies.....	83
4.2.4	The role of ICT in collection development.....	92

4.2.5	Factors that influence successful collection development	94
4.2.6	The role of faculty members and librarians in collection development	96
4.2.7	Challenges in collection development processes and activities	98
4.3	SECTION B: FINDINGS BASED ON THE DATA COLLECTED FROM THE LIBRARY STAFF	101
4.3.1	Participants' demographic information.....	101
4.3.2	Collection development procedures and policies.....	102
4.3.3	The role of ICT in collection development.....	106
4.3.4	Factors that influence collection development at the UNAM library	108
4.3.5	The role of participants in collection development.....	110
4.3.6	Challenges in collection development	111
4.3.7	Problems experience in the application of ICTs in collection development activities.....	112
4.3.8	Summary of Chapter Four	113
CHAPTER FIVE:	DISCUSSION OF THE RESEARCH FINDINGS	114
5.1	Introduction	114
5.2	Collection development procedures and policies.....	114
5.3	The role of ICT in collection development.....	123
5.4	Factors that influence collection development of e-resources at UNAM	125
5.5	The role of faculty members and librarians in collection development	128
5.6	Challenges faced in the collection development.....	129
5.7	Recommendations to improve collection development	130
5.8	Summary of Chapter Five.....	132
CHAPTER SIX:	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	133
6.1	Introduction	133
6.2	Summary of the findings	133
6.2.1	Collection development procedures and policies at the UNAM library	133
6.2.2.	The role of ICT in collection development.....	135
6.2.3	Factors influencing collection development	135
6.2.4	The role of faculty members and librarians in collection development	135
6.2.5	Challenges in collection development activities	137
6.3	Conclusions of the study.....	138
6.4	Recommendations	139
6.5	Suggestion for further study	140
REFERENCES.....		141

APPENDICES.....	156
Appendix 1: Letter to participants (questionnaires).....	156
Appendix 2: Consent to participate in the questionnaire.....	157
Appendix 3: Questionnaire for faculty participants.....	158
Appendix 4: Letter to participants (interview)	164
Appendix 5: Consent to participant in the interview.....	165
Appendix 6: Interview schedule	165
Appendix 7: Editor approval letter	168

LIST OF FIGURES

Figure 2.1: Process of collection development	23
Figure 4.1: Respondents' campus of work within UNAM.....	82
Figure 4.3: Faculty member's awareness of the guidelines on procedures of collection development activities	84
Figure 4.4: The level of satisfaction with members' involvement in collection development activities	87
Figure 4.5: Familiarity with the collection development policy (N = 149)	88
Figure 4.6: Importance of the collection development policy	91
Figure 4.7: Frequency of involvement in the collection development process	91
Figure 4.8: The role of faculty members in collection development.	97

LIST OF TABLES

Table 3.1: Comparison of quantitative, qualitative and mixed methods research	60
Table 3. 2: Table for determining sample size from a given population	68
Table 3.3: Sampling and sample size of faculty members (population N=1200).....	69
Table 4.1: Respondents' socio-demographic characteristics (N=149).....	81
Table 4.2: How the faculty members became aware of the procedures and policies (N=136)	85
Table 4.3: Library coordinator and worked with subject librarian involved in collection development (N = 149)	86
Table 4.4: Satisfaction rate of knowledge with collection development policy (N = 149)	89
Table 4.5: What the collection development policy entails (N = 149)	90
Table 4.6: Awareness of ICT in collection development activities and electronic selection tools (N=149)	92
Table 4.7: Frequency of ICT usage in collection development (N=149)	93
Table 4.8: Level of satisfaction with ICT used in collection development (N=149)	94
Table 4.9: Factors that influence collection development activities (N=146)	94
Table 4.10: Awareness of budget allocation and sufficiency (N=149)	95
Table 4.11: Rating the role of faculty members in collection development	98
Table 4.12: Suggestions for collection development (N=149)	99
Table 4.13: Consideration of suggestions (N=42)	99

LIST OF ABBREVIATIONS AND ACRONYMS

AGORA	Access to Global Online Research in Agriculture
CES	Centre of External Studies
CDP	Collection Development Policy
ETSIP	Education and Training Sector Improvement Programme
HINARI	Health InterNetwork Access to Research Initiative
HOD	Head of Department
ICTs	Information and Communication Technologies
ILRC	Information and Learning Resource Centre
ILS	Intergrated Library System
IUM	International University of Management
LITC	Library and Information Technology Committee
MRC	Multidisciplinary Research Centre
NALICO	Namibia Library Consortium
NCHE	National Council for Higher Education
NLAS	Namibia Library and Archives Service
NQA	Namibia Qualification Authority
NUST	Namibia University of Science and Technology
OARE	Online Access to Research in the Environment
OPAC	Online Public Access Catalogue
SANLIC	South African National Library and Information Consortium
SPSS	Statistical Package of Social Sciences
TSD	Technical Services Department
UNAM	University of Namibia
UNISA	University of South Africa

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter introduces the study by providing an overview of libraries in higher institutions and their collection practices, as well as stating the problem that the study sought to investigate. The chapter also defines the terms that were used in the thesis in the definition of terms section. Furthermore, the chapter explains the purpose of the study, and further outlines the objectives of the study and the research questions that were drawn from the objectives. Moreover, the chapter explains the significance of the study, and it further provides the scope and limitations of the study. Lastly, chapter discusses the methodology, the organisation of the dissertation, and then concludes with the summary of the chapter.

Academic libraries in the new era are required to provide information to students and academic staff through balanced collections of information resources in various formats and means of access. Electronic resources may be acquired or access may be leased, while the print materials may be required traditionally or provided via document delivery. According to Mirza and Mahmood (2012), library and information services consider electronic resources an integral part of information sources that provide efficient services to information seekers.

Dadzie (2005), as cited by Mirza and Mahmood (2012:123), argues that electronic resources are important research tools that can complement the printed information sources in traditional library service. Electronic resources have the potential to provide fast, widespread, and cost-effective access to an unlimited amount of knowledge. This rapid emergence and development of electronic information resources makes it possible to radically envision

different ways of organising the collections and services that the library has traditionally provides.

Collection development is an important and valuable process for libraries to provide quality services to users, and it refers to the process whereby value is added to the collections of library materials, which are in the most appropriate format, and are easily and rapidly accessible to those who require them as argued by (Van Zijl 2005:10).

There are no academic, public or school libraries without a library collection; according to Ameen (2008), acquiring information is a core activity of libraries. In agreement Kavulya (2004: 12) concurs that:

“Rapid emergence and development of electronic information technologies make it possible to radically envision more efficient ways of organising and managing collection, but they present a big challenge of adaptation.”

In Africa, it seems that university libraries are considered as institutions that avail information to the academic community. Therefore, the goal of any collection development in university libraries is to provide the library with a collection that meets the appropriate needs of students and staff members within the limits of the fiscal and human resources. In order for a university library to reach its goal, each segment of the collection should be developed with an application of resources that is consistent with its relative importance to the mission of the library and the needs of its users. So as to have a respectable collection, there must be a significant budget allocations for electronic resources of the library.

1.2 The role of libraries in supporting higher education institutions

University libraries continue to play an important role in capacitating higher education learning. The major responsibility of university libraries is to meet the information needs of

students and teaching staff. Ingutia-Oyieke (2008) explains that quality information in the right quantities becomes a crucial ingredient for effective teaching and learning.

Feather and Sturges (1997:3), as quoted in Ingutia-Oyieeee (2008), outlines the three purposes of academic libraries in institutions of higher learning, which are: *“provision for the educational needs of students, both arising directly from curriculum and those of a more general nature; they support the teaching staff in their need for up-to-date material required for their teaching role; and they provide for research both in higher-degree work and the research activities for academic staff”*.

According to the guidelines National Council for Higher Education (NCHE, 2003) and the Namibia Qualification Authority (NQA, 1996), every tertiary institution that seeks authorisation to be accredited by the Ministry of Education to award diplomas and degrees should demonstrate proof of the existence of an institutional library to support the institution’s curricula, and to provide information services and facilities to students, teaching staff, and researchers. Awasom (2002) states that:

“Libraries are at the heart of learning, teaching, and research, which fall focus on information, and this can collectively be regarded as an activity leading to the transformation of information from one level to another.”

Libraries remain central institutions that support learning, knowledge acquisition, and transformation. Furthermore, the library and information sector has been globally recognised as a critically important support structure for education, research, knowledge creation, public administration, and economic development in knowledge-based economies as the Education and Training Sector Improvement Programme (ETSIP, 2006) confirms. Libraries are not

merely a physical place for warehousing reading materials, but a ‘place without walls’ (Ingutia-Oyieke, 2008).

No wonder then that Ramasodi (2009:3) defines a university library as the central organ of the university, which plays a crucial role in achieving the objective of higher education. Kavulya (2004:24) states that:

“The role of university libraries is to acquire information materials to support every course in the curriculum and every research project of the faculty, and to organise them in a manner that permits easy access to their contents, ensuring that such access is facilitated by giving users the necessary skills to retrieve the required information.”

Kavulya (2004:24) clarifies that a university library is seen as an instrument of teaching, alongside lecture and discussion methods, and the librarian serves as a teacher, guiding the student in the ways of investigation and research. Kunene (2006:6) elaborates that university libraries exist to deliver services to those who need them.

1.3 Contextual setting

The University of Namibia (UNAM) was founded by an Act of Parliament (Act No: 18 of 1992), and it is the only national university in the country. UNAM was established as a one-campus university, but it has since grown into a multi-campus university, comprising of twelve campuses and nine regional centres situated across the various regions of Namibia (Namhila and Ndinoshiho, 2011). The vision of the University of Namibia is:

“to be a beacon of excellence and innovation in teaching, research and extension services”,

While its mission is to:

“provide quality higher education through teaching, research, and advisory services to customers with the view to produce productive and competitive human resources that

are capable of driving public and private institutions towards a knowledge-based economy, economic growth, and improved quality of life” (University of Namibia 2010:Vii).

As a multi-disciplinary institution, the UNAM academic programs emanate from eight faculties and two schools. These faculties are: Agriculture and Natural Resources; Economics and Management Science; Education, Humanities and Social Sciences; Law; and Health Sciences, which consists of the School of Nursing and Public Health; the School of Medicine, School of pharmacy; the School of Science, as well as the School of Engineering and Information Technology.

Since its establishment, the University of Namibia has been steadily growing, and as of today, it has about 12 campuses and nine regional centers. The centres are established to assist distance mode students. Many campuses are a result of the integration of the four colleges of education into UNAM in 2010, the establishment of the School of Medicine in 2010, and the Ongwediva Engineering campus in the northern part of the country in 2009. The University of Namibia has a large academic community - with about 800 academic staff, and 19 000 registered students. This includes distance students, full time students, part time students, and undergraduates and postgraduate students. The significant growth in student enrolment, especially following the merging of the former collages of education, has placed additional challenges on a number of units (UNAM, 2010) and the library is not an exception.

The Information and Learning Resource Centre (ILRC) is critical for supporting learning, teaching, and research work at the university (UNAM, 2010). In support of the university, the University of Namibia library only acquired e-books in 2012 and has access to about 3 300 e-books through EBSCOHOST and a few e-reference books through Science Direct.

Furthermore, the library has doubled the budget for e-books as from 2013, and it continues to obtain patron-driven e-books into their collection in order to make the resources available to their students across the country. At the time of this research (12 July 2017), the library makes their e-books available through EBSCOHOST platform, the library catalogue, and through the A-Z Title listing of all electronic holdings and direct links to individual e-books on the library website. The e-books are marketed to library users through e-mails, lists of new acquisitions, the website, posters, and leaflets.

In order for UNAM to meet the educational needs of a diverse group of students, it offers programmes through the open and distance learning modes, and contact sessions for one-two weeks that are managed by the Centre of External Studies (CES) (Institutional Self-Evaluation Report 2012). The CES caters for the educational needs of students who are unable to attend full-time classes at the University of Namibia. The Institutional Self-Evaluation Report of (2012:4) states that the University of Namibia “*serves the nation in different ways, and it contributes significantly to nation building and development*”. UNAM strives to ensure that it is acknowledged as a higher institution of choice for students, as well as a sought-after reservoir of expertise for business and industry both locally and internationally. The resources, services, and facilities of the UNAM library are aligned to the strategic direction of the university, and they are geared towards supporting the academic and research goals of the university.

The UNAM library receives its main funding from the parent organisation, and its budget is classified into two categories, namely: the book budget, and the operational budget. The book budget covers funds for printed and e-books, while the operational budget covers serials such as e-journals, online databases, stationery, equipment, and furniture. The Technical Services departments allocate the funds to the various faculties and subjects.

1.4 Definition of terms

Collection development refers to the part of collection management that mostly deals with the decision about the acquisition of materials (Johnson, 2004:2). It represents the process of systematically building library collections to serve study, teaching, research, recreation, and other needs of library users. Johnson (2004:2) further defines collection management as a process of information gathering, communication, coordination, policy formulation, evaluation, and planning. The process includes selecting materials for acquisition and access, weeding storage and preservation, writing and revising collection development policies, marketing and promotions, interpreting collections and resources, evaluating and assessing collections and related services, community liaison and outreach responsibilities, cooperative collection development, and soliciting funding to supplement allocated collection development funds (Johnson, 2004:3).

According to Khan and Bhatti (2016), libraries and information centers consider collection development as an “essential element of the information life cycle”. Collection development has six component processes, namely; acquisition, collection development policy, selection, collection evaluation, community analysis, and deselection. Therefore, the library of the University of Namibia aims to provide and ensure that its students and staff are satisfied with the balance of collections at its disposal.

Electronic resources refer to electronic collections that are in the formats of texts, images, video and audio, along with methods for access and retrieval, and for selection, creation, organisation, maintenance, management, access to, sharing, archival and preservation of electronic resources collection.

An electronic resource is usually an additional format of collections to the printed materials of a library. According to Dadzie (2007), electronic resources are tools that compliment print-based resources in a traditional setting. Electronic resources are a collection of works, data or other materials that are arranged in a systematic or methodical way, and are accessible electronically (Prytherch 2000:210) as quoted (Hadebe 2010:11).

Collection development policy (CDP) refers to the guidelines and standards that serve as the basis for selection, the justification of decisions and actions, and the inclusion or exclusion of certain items on the collection (Johnson 2009:371). The International Encyclopedia of Information and Library Science (2003:81) simply defines a collection development policy as *“formal, written statements that provide clear and specific guidelines for selection, acquisition, storage, preservation, relegation, and discard of stock”*. According to Khan and Bhatti (2016), defines a collection development policy as a *“blueprints for the operations of a library*.

Acquisition is the *“process of identifying what the library ought to be acquiring, determining how and from how it can be obtained, and actually getting it”* (Margill and Carbin (1989) cited in Wilkinson and Lewis (2003:1). In addition, Wilkison and Lewis (2003) regard acquisition as the process of locating and acquiring all kinds of library materials after they have been selected for a library’s collection. The process therefore involves locating and acquiring appropriate items for the collection (Evans 2000:313). According to Kont (2015:41), the acquisitions department is responsible for acquiring the materials that the library users need - in the most appropriate format and most efficient manner.

Selection refers to the process of deciding which materials should be added to a library collection. Van Zijl (2005:8) suggests that the selection of electronic resources should be included in collection development because collections are changing relentlessly from print to digital format. According to Johnson (2004:3), *“selection of materials for libraries has been around as long as libraries have, though records of how decisions were made in the ancient libraries are not available”*. Consequently, the selection criteria applied to traditional, print collections should also be applicable to digital information materials.

E-Books refer to content that is available in digital format, and not directly readable by users without the aid of a computer (Diez and Bravo 2009). E-text, e-manual, e-reference and e-theses/dissertation are examples of e-books.

E-journals: the term e-journal was detailed by Arm (2000) as 'an academic journal commonly produced and distributed online or via the internet. It can also be defined generally as a journal that is available in electronic form through an online host to patrons. According to Ali and Nisha (2011) the term e-journal is also known various synonymous term, such as online journal, paperless journal, and virtual journal.

Online databases: One of the effective ways of providing access to electronic information resources in university libraries is through the subscription to online databases that can be accessed via the internet (Gakibayo, Ikoja-Odongo and Okello-Obura 2013). Some of the most popular online databases that the University of Namibia Library can access are: Emerald, EBSCOhost, Science Direct, Springer Link, SA e-publication, and e-reference sources. It also provides access to various Open Access databases, namely: Access to Global

Online Research in Agriculture (AGORA), Online Access to Research in the Environment (OARE) and Health InterNetwork Access to Research Initiative (HINARI).

Full-text databases: It is a number of electronic resources that a university library is subscribing to, and these include: e-journals, databases, aggregators, e-books, and reference sources to support the university programme of teaching, learning, study, and research activities. Full-text databases are refers to the UNAM bibliographic databases, which merely include authors, title source, and abstract.

University Library – is also known as an academic library, and it refers to a library that is attached to a university institution, in order to support teaching, learning and research needs of students, faculty, and staff. Hadebe (2010:17) emphasises that a university library is the heart of the university; therefore, teaching methodology could not suffice and sustain the progress and objectives of education without the educational support system such as a library.

The terms defined above will be discussed in detail in Chapter 2 – in the literature review.

1.5 Conceptual framework

There are many definitions of a conceptual framework. It is defined by Neuman (2011:201), *“as the careful, systematic definition of a construct that is explicitly written down”*. A conceptual framework is, as Neuman notes, a statement of the theoretical terms that are linked to other ideas or constructs. As a result, researchers require clear, unambiguous definitions of concepts in order for them to develop a sound explanation. A conceptual framework plays an important role in scholarly writing. It inspires fresh ways of looking at the social world and suggests new changes of approach or lines of inquiry, (Gilbert 2009:6). Further, shapes the ways in which researchers investigate the world and directs them towards

certain forms of behavior, and suggests certain kinds of research questions (Gilbert 2009). For the reader to clearly understand the scope of this study, it was particularly important to set the conceptual framework for the study. The terms collection development, electronic resources, collection development policy, acquisition, selection, e-books, e-journals, online database, full-text databases and university library constituted the conceptual framework for this study.

1.6 Problem statement

Smith, Fauche, Muirhead and Underwood (2011) conducted a study under the auspices of the Namibian Education and Training Sector Improvement programme (ETSIP), which revealed that libraries of the University of Namibia and the Polytechnic of Namibia are the only libraries with significant electronic resources in the country. Thus, it is difficult for other libraries in the country to afford higher subscription fees to electronic resources or full text databases.

In April 2010, the four Colleges of Education in Namibia became part of the University of Namibia, and formed part of the Faculty of Education, following a cabinet resolution to that effect. Due to the mergers, the libraries of those colleges were forced to attain the same standards of the University of Namibia. There was therefore a need for those colleges to align their policies, including collection development policies to those of the parent institution - the University of Namibia. According to the Colleges of Education Library report of 2010 (UNAM, 2010), the libraries of the former colleges of education were failing to support academic programmes offered by their parent institutions. The libraries were characterised by inadequate and outdated textbooks and reference collections. Furthermore, the journal collections were non-existent in most of the colleges. These weaknesses of the college

libraries triggered the questions: how much has the merging affected collection development of resources, especially e-resources? What are the factors that impede the successful running of the libraries in as far as meeting the users' information needs is concerned? What are the challenges, if any, that the merged libraries as well as the main library face in collection development? In view of the fact that electronic resources are increasingly becoming popular among learners and researchers, despite the resources' budgetary requirements, what can the UNAM libraries do to effectively develop and manage their collections to meet the student and staff member's needs? These, among other factors, constitute the research problem for the current study.

1.7 Purpose of the study

The purpose of the study was to investigate the collection development practices at the UNAM library (and its constituent branches) with special reference to the electronic resources.

1.8 Objectives of the study

The objectives of this study are:

1. To explore the collection development procedures and policies for electronic resources at the UNAM library.
2. To investigate the factors that influence the collection development of information resources.
3. To assess the extent which teaching staff and subject librarians are involved in collection development at the UNAM library.
4. To discover the barriers to effective collection development of electronic resources at the UNAM library.
5. To determine the influence of the UNAM library budget allocation on the collection development of electronic resources.

1.9 Research questions

1. What are the collection development procedures and policies for electronic resources at the UNAM library?
2. What are the factors that influence the collection development of electronic information resources at the UNAM library?
3. To what extent are the teaching staff and subject librarians involved in the collection development of electronic resources at the UNAM library?
4. What are the barriers to the effective collection development of electronic resources at the UNAM library?
5. How does the budget allocation to the UNAM library influence the collection development of electronic information resources?

1.10 Significance of the study

With e-resources becoming more important, libraries need to understand the procedures involved in developing a physical and e-library collection, and to align with the changing strategic direction of the University. It seems that users do not really visit the traditional library; they prefer to access information via the virtual library and cloud computing. This study is important for various reasons. It is important to understand the collection development practices of electronic resources. This study will be important in a sense that it will reveal an understanding about the procedures to acquire electronic resources, budget allocation, policy, and selection criteria of library resources. The study may facilitate the faculty members and librarians at UNAM to effectively contribute to the collection development policy of the library, and to familiarise them with the policies regarding the acquisition of electronic resources. Furthermore, students and community members of the university will also benefit, since they can also suggest a purchase to add to the collection. Currently, there is no research done that deal with collection development, especially pertain

to electronic resources at the University of Namibia library, so this study will make a significant contribution.

The findings of the study might assist with the development of the collection development policy that is pertinent to faculty, librarians, and aid the formulation and implementation of procedures to acquire electronic resources. The findings may also influence the library top management to revise its collection development by aligning it to the overall strategic document, which drives the library management policies.

Given that the study is indispensable in continuing research within the field of collection development and in understanding how libraries acquire electronic resources, it will contribute to the literature on collection development and electronic resources in academic libraries for the specific benefit of Namibia. Moreover, the study will help to improve the acquisition, selection, policies, and budget allocation of electronic resources within university libraries.

1.11 Scope and limitations of the study

The focus of the study was strictly on collection development of electronic resources at the UNAM library; therefore, the collection development practices of electronic resources that are used in government and school libraries are not considered by this study. Also, the study only concentrated on the University of Namibia library, leaving out the other two universities library, namely the Namibia University of Science and Technology (NUST) library and the International University of Management (IUM) library. The University of Namibia has twelve campuses and nine regional centres across the country. As a result, the study aimed to cover all eight faculties of the University of Namibia in the study.

The study was limited to subject librarians and faculty members from all the eight faculties at the University of Namibia as the target population. Even though it is desirable to study the entire population, it was impossible to study the whole population. Librarians and faculty members at other university libraries and regional centres were excluded, because Namibia has three universities, and UNAM has eleven satellite centres across the country. Therefore, for the study to be manageable, other universities and centres were excluded.

1.12 Research methodology

This section addresses the methodological procedures that were adopted for the study. Chapter 3 of this study is dedicated to a detailed discussion of the research methodology. According to Babbie (2010), research methodology is defined as the methods, techniques and procedures that are employed in the process of implementing the research design or research plan, as well as underlying principles and assumptions that underlie their use. In addition, it is a general approach that the researcher takes in carrying out the research project. There are three broad approaches used by scholars, scientists, and/or researchers when undertaking research, namely: qualitative, quantitative, and the mixed methods approach. With regards to the current study on collection development practices at the UNAM library, the quantitative approach is the main approach for the study, but qualitative data were also collected for this study. The aim of this study was to investigate the collection development practices at the UNAM library (and its constituent branches) with special references to the electronic resources.

A research method is described by Johnson and Christensen (2012:195) as the overall research design or strategy. Punch (2009) further defines it a research method as a plan or blueprint of how one intends to carry out a research project. This study adopted the survey

design because it allowed the researcher to systematically ask a large number of people the same questions and then record their answers.

Babbie (2010:190) defines population as the aggregation of elements from which a sample is actually selected. The target population of this study constituted of faculty members and subject librarians from the University of Namibia (UNAM), and they were selected on the basis that it is custodian of collection development activities, and because it can provide great information into collection development practices of electronic resources.

Sampling is defined as the process of drawing a sample from a population which a researcher wants to study (Johnson and Christensen 2012:2016; Fox and Bayat 2007:54). There are two main types of sampling methods, namely: non-probability and probability sampling. This study employed two sampling techniques: systematic and purposive sampling in order to select the respondents from the different groups of the targeted population. One of the advantages of the systematic sampling technique is that it is highly representative of all participants. However, systematic is disadvantageous because it might lead to serious bias if the list is ordered in a way that makes trends re-occur when the random starting position may affect the result. The researcher used the purposive sampling technique to select subject librarians whose views are relevant to the study, but are also within the underlying sampled population.

For the purpose of this study, two instruments for data collection were adopted, namely: interviews which were conducted with subject librarians, and mailed questionnaires that were administered to the faculty members. Babbie and Mouton (2009:643) regard an interview as a data-collection encounter in which one person (an interviewer) asks questions to another

person (a respondent). The study used a semi-structured interview with subject librarians in order to obtain insights, opinions, attitudes and experiences generated by the views of subject librarians on collection development, and how they practice the collection development at a university library.

Bryman (2012:13) clarifies that the data analysis is a stage that incorporates several elements. In this study, quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) software, whereas data collected from the interviews were processed and analysed according to different themes.

In respect to this study, the researcher had concern of the research ethics throughout the study, and ensured to adhere to the policy of research ethics of the University of South Africa (UNISA). The researcher respected and protected the dignity, privacy, and confidentiality, as well as the traditions of the participants (UNISA 2013).

1.13 Organisation of the dissertation

The dissertation is divided into the following sections:

Chapter 1: In Chapter One the study contextualised and conceptualised the research on collection development practices at the University of Namibia library. The chapter lays the foundation for the rest of the dissertation by introducing and giving the background of the study. It also presents the conceptual setting, problem statement, objectives of the study, and specific research questions that the research questions set out to answer. The significance of the study is also discussed, followed by the scope and limitations of the study. It further discusses the research methodology, the ethical considerations, and it outlines the structure of the dissertation.

Chapter 2: Chapter Two reviews literature that about the collection development practices and processes in university libraries. The study discusses the process of collection development, which comprises of the needs of the user, selection process, collection development policy, acquisition process, collection evaluation, as well as the weeding process. The chapter further discusses the use of ICT in libraries, resource sharing as a way of collection development in academic libraries, the role of the teaching staff in collection development, the role of subject librarians in collection development, and the challenges of collection development of electronic resources in university libraries.

Chapter 3: Chapter Three entails the research methodology that was adopted to answer the research questions. Furthermore, the chapter explained the quantitative research approach. The researcher used a self-administered questionnaire and semi-structured interviews as a tool for data collection. The quantitative data were analysed using SPSS, and qualitative data were analysed using thematic content analysis.

Chapter 4: In Chapter Four presents and analyses the data which set out to investigate the collection development practices by teaching and library staff at the University of Namibia library. The results of the study adequately answered the major questions of the research. Moreover, the results of the self-administered questionnaire offered demographic information of respondents, collection development procedures, and policies in place, as well as the results of the library staff interview. Finally, the chapter discusses challenges, and the recommendations on how the library should overcome these challenges to improve the collection development practices.

Chapters 5: Chapter Five presents the findings of the study in the light of the key research questions that the study sought to answer. The results of the study reported the collection development activities used by teaching staff and library staff at the University of Namibia library. Finally, it also indicates the challenges, and the suggestions to overcome the challenges in order to improve the collection development activities at UNAM library.

Chapter 6: Chapter six is the last chapter of the study, and it discusses the summary of the findings, conclusions, and then recommendations to improve the collection development practices at the UNAM library.

1.14 Summary of chapter one:

This chapter contextualised and conceptualised the study on collection development practices at the University of Namibia library. The chapter laid the foundation for the rest of the dissertation by introducing and giving the background of the study. The chapter also presented the conceptual setting, problem statement, objectives of the study, and specific research questions that the study sought to answer. In addition, the chapter discussed the significance of the study, followed by the scope and limitations of the study. The chapter further discussed the research methodology, the ethical considerations, and the structure of the dissertation. The next chapter will discuss the literature review of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses related literature in the area of collection development practices and systems of different countries and universities. Even though most literature was not based specifically on the Namibian context, the researcher chose to discuss based on how relatable the information is to the context of this study, i.e, the University of Namibia library and Namibian libraries at large. The chapter particularly defines and discusses concepts such as collection development and processes involved; collection development policies, procedures, and processes; and generally systems that are used in collection development. Finally, the chapter discusses topics that are congruent to the objectives of the study, which formed the themes and emerging themes for data analysis.

Ridley (2008) defines literature review as a process of analysing documents containing information related to the research problem being investigated. On their part, Rubbin and Babbie (2005:121) quoted in De Vos et al. (2011:134) agree with Marshall and Rossman (2011:78) that literature review demonstrates that a researcher is knowledgeable about related research, and the scholarly traditions that surround and support the study under review. In addition, (Nengomasha 2009:51) affirm that reviewing related literature “enables a researcher to develop a clear understanding of the research topic, establish what has already been researched on the topic, and identify gaps that the researcher’s own study can fill”. Thus, the purpose of the literature review is to familiarise the researcher with the latest developments in the area of research and in related areas to identify gaps in knowledge and weaknesses in previous studies.

Another school of thought regarding this issue is led by Mavodza (2010:29), who points out that one of the benefits of the literature review is to support one’s argument, and to summarise and synthesise the idea that other researchers have already put forward. A related literature review can provide some information about situations and populations that a researcher need to study, and the essential development of the study theory (Johnson and Christensen, 2012:65). It appears that there has been no study on collection development in higher institutions in Namibia; the literature reviewed in this chapter is largely based on

studies conducted outside Namibia. The literature is reviewed in tandem with the objectives of the study.

2.2 Collection Development: a brief conceptual review

There are various definitions of collection development derived from different sources. Prytherch (2005:151) cited by Corral (2012:6) defines collection development “*as a process of planning a stock acquisition programme not simply to cater for immediate needs, but to build a coherent and reliable collection over a number of years, in order to meet the objective of a service*”. Johnson (2009:371), Fieldhouse and Marshall (2012:5), Kasalu and Ojambo (2012:23), Reitz (2007) further define collection development “*as a process of planning and acquiring a balanced collection of library material over a period of years, based on an ongoing assessment of the information needs of the institutional priorities and user needs, analysis of usage statistics, and demographic projections*”. Feather and sturges (2003:18) also defines collection development as “*the process of planning a library programme for acquisitions and disposals, focusing on the building of collections in the context of the institution’s collection management policy*”. Furthermore, collection development is not a single activity but a group of activities, which involve the selection of resources, acquisition, the collection development policy, budget management, collection evaluation, and resource sharing.

Johnson (2009:371) explains that collection development is the “*activities involved in developing a library collection in response to institutional priorities, and user needs and interests, which is the selection of materials to build a collection*”. This definition also includes the determination and coordination of policies, needs assessment, collection use studies, collection analysis, budget management, community and user outreach, and liaison and planning for resource sharing. Johnson (2009:371) considers collection development as the “*activities involved in developing a library collection in response to institutional priorities, and user needs and interests, which is the selection of materials to build a collection. It also includes the determination and coordination of policies, assessment needs, collection use studies, collection analysis, budget management, community and user outreach, and liaison and planning for resource sharing*”.

Usually, the term ‘*collection development*’ is used interchangeably with the term ‘*collection management*’. By definition, collection management is defined as a “*process of information*

gathering, communication, coordination, policy formulation, evaluation, and planning” (Johnson, 2009:2). Collection management further involves collection development and an expanded suite of decisions about withdrawal, transfer, cancelling serial, storage plus preservation (Johnson, 2009: 372).

Vignau and Meneses (2005:35) emphasise that *“in the information life cycle”* collection development is considered as an essential element of the system. According to Johnson (2004:26), collection development is anticipated, and it consists of several functions, namely: selection, the determination and coordination of a selection policy, assessment of the needs of users and potential users, collection use studies, collection analysis, budget management, identification of collection needs, community and user outreach and liaison, planning for resource sharing, decision about weeding, storage and preservation, organisation, as well as assignment of responsibilities for its practice.

Gassesse (2000:365) pointed out that collection development is planned with a specific purpose to provide the library with an information resource that meets the appropriate needs of its user population. He further argues that in order for a library to reach its goal, each segment of the collection must be developed with an application of resources, consistent with its relative importance to the mission of the library and needs of its patrons. As such, Alire and Evans (2010:217) concludes that *“collections whether physical or digital, are the cornerstone of academic library services”*.

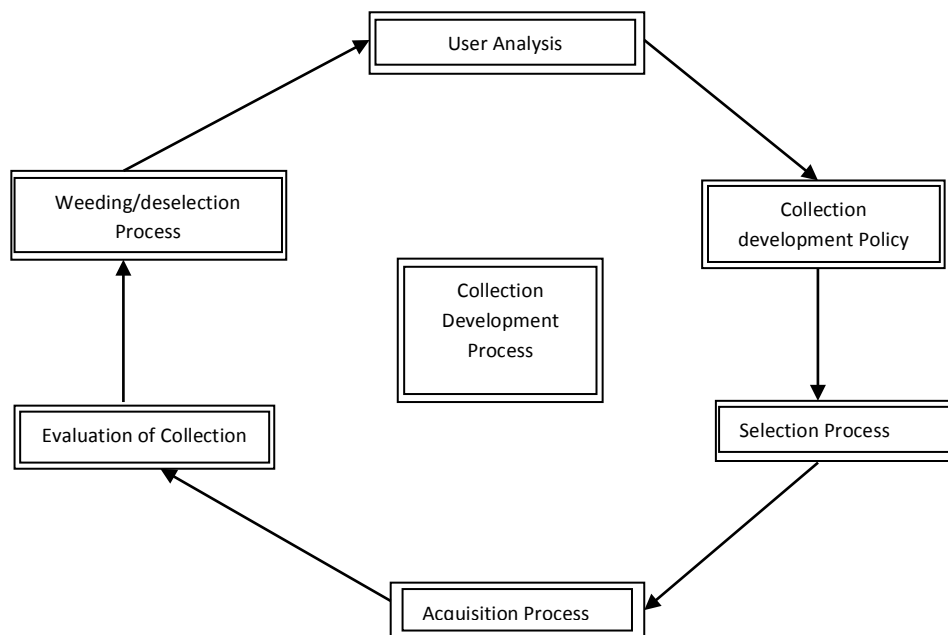
The goal of a university library collection development is to provide its faculties, researchers, and students with a collection that meets their user needs within the limits of its fiscal and personnel resources. To reach this goal, each segment of the collection should be developed with an application of resources, consistent with its relative importance to the mission of the university library and the needs of its university community (Johnson (2009:2). In addition, the aim of any collection development is to meet the information needs of all library users, although this cannot be realised because of budget constraints, the diversity of user information needs and the vast amount of information (Kunene 2006:3)

In the context of this study, collection development refers to the process of purchasing electronic resources, selection of e-resources, budgeting for e-resources, deselecting e-

resources, sharing e-resources, and collection evaluation of electronic resources, in order to meet the needs of the university community.

2.3 Collection Development Process

Figure 2.1: Process of collection development



Source: Kasalu's (2010)

Khademizadeh (2012:4) states that collection development is one of the critical activities of any library management process. The goal of collection development in academic libraries is to effectively provide relevant and up to date literature (Kasalu, 2010:31). Furthermore, the core of a university library is its collections. In light of this, the role of collection development activities in university libraries is to acquire resources in order to support the teaching, learning, and research programmes of universities.

Evans (1995), and Evans and Saponaro (2005) outline the six major components of collection development process, namely: the assessment needs, policies, selection, acquisition, evaluation of collections in whatever formats, and de-selection (weeding). Similarly, Kasalu (2010:73) states six components of the collection development process, and

these include: *“needs assessment of the community that a library exists to serve, the selection process, acquisition policies, acquisition process, collection evaluation, and de-selection”*.

Moreover, Van Zijl (2005) mentions community analysis, developing collection development, policies, critical selection, format selection, acquisition, collection analysis and evaluation, weeding and evaluation of the external infrastructure for resource sharing, and duplication avoidance as the crucial elements of the collection development process.

Johnson (2014) describes the collection development process which includes selecting materials, collection development policy, collection maintenance, budget, users' needs assessment and collection evaluation. Gessesse (2000) identifies five elements that represent the specific activities in the process of collection development, namely: collection development policies, budgeting type of materials for collection, selection and acquisition, as well as collection evaluation. The collection development process also includes analysing user needs, establishing a collection development policy (CDP) framework, selection, acquisition collection evaluation, and de-selection of library materials (Kasalu and Ojiambo, 2012).

This study adopts Kasalu's classification to review the literature, and to discuss various issues that constitute the collection development process.

2.3.1 Determining user needs

The collection development process in the university library begins with its community, which involves knowing the academic community, staff, departments, and analysing their information resources needs before any other process is undertaken. In-depth knowledge of the university community assessment needs is the cornerstone to effective collection development procedures. It is also valuable to be in contact with teaching staff, students, and other university staff from other departments, in order to keep up to date with new courses, programmes, and new campuses being established by the university. The university community needs assessment is essential when developing a collection development policy, guidelines, and standards. Normally, the users' need analysis is carried out for collection development.

According to Gregory (2012:15), the goal of any university library is to meet the informational and educational needs of the university community. For a university library to meet the needs of its users, it needs to consider the requirements of its university community through analysing the information needs of its users. However, an effective collection development policy can only be possible when it is based on a sound knowledge of the university community being served by the library.

Evans and Saponaro (2005:20) urges that *“in today’s collection development environment, with its increasing emphasis on electronic resources, one should have information about end user technology capabilities or lack of access in some cases, in order to make sound acquisition decisions”*. Again, Evans and Saponaro (2012) points out that library services and collections should be developed based on an understanding of the service community’s information needs and wants.

According to Biblarz, Bosch and Sugnet (2001) quoted in Gregory (2012:15), assessment needs refer to a *“process of using one or more techniques to collect and analyse data regarding library users or potential users”*. Any assessment of the collection must include a consideration of how well it meets the expectations and needs of the patrons (Evans and Saponaro 2005). University community assessment needs can be done through analysis and surveys, although most information can be gleaned by studying the syllabus, departmental web pages, current research projects, curriculum vitae of researchers and academics, and the minutes of academic meetings (Haas, 2000) cited by (Kasalu 2010:33). It is also valuable to maintain constant contact with teaching staff and students in order to keep up with new programmes. Another tool that can be used is studying the syllabi, scholarly and departmental websites, curriculum vitae of academics and researchers, current research projects, grant applications, research reports, and even minutes of the academic meetings (Khan and Bhatti, 2016:25).

2.3.2 Collection development policies

For a university library to be well stocked, there must be a sound collection development policy governing its management by a librarian. As mentioned earlier, the process of collection development includes: user needs assessment, policies, selection, acquisition, evaluation of collections, and weeding process. These processes of collection development are guided by a collection development policy, which establishes priorities, and it facilitates

decision making. Adekanmbi and Boadi (2008:282) confirm that *“there is a need for the formulation of a collection development policy”*. As Johnson (2009) states, a library without a collection development policy is like a business without a business plan; hence, it is important for a library to have a collection policy in place.

Johnson (2009:371) defines the collection development policy as a *“formal written statement of the principles guiding a library’s selection of books and other materials, including the criteria used in selection, deselecting, and acceptance of gifts and donations”*. The International Encyclopaedia of Library and Information Science (2003:81) defines the collection development policy by means of a formal, written statement that provide clear and specific guidelines for the selection, acquisition, storage, preservation, relegation, and discard of stock.

Shaw (2012:16) describes the collection development policy as a formal document that maintains a commitment to systematic collection building and development. He adds that it can be used as an advocate for the library in terms of public relations with users, for administrative purposes, and for the justification of funds. It should be formulated in relation to the mission of the university library, including the current and future needs of its students. It should also cover all the course programmes and all the formats of information resources such as electronic and printed resources. In simple terms, a collection development policy is the blueprint or plan for the operations of a library as a whole (Gregory 2011:31). However, Khan and Bhatti (2016:25) perceive the collection development policy as a guide for acquiring information resources that may support the mission and programs of the institutions. The document is mostly established with the intention to guide, influence, and determine decisions, actions, and other matters; it is a means to an end.

There are various reasons for a university library to have a written collection development policy as Gregory (2011) justifies, because the policy helps to inform and direct library processes in acquiring and making resources available to users, and to serve as a protection for the library against challenges to its procurers and resources. Adekanmbi and Boadi (2008: 282) argue that *“there is a need for the formulation of a collection development policy”* as part of library administration and management. A collection development policy can indicate to library users the sort of materials that are available or unavailable in the library.

Lewis (2004) as cited in Ngimwa and Adams (2011:680) accounts that the massive production of electronic resources within the publishing industry is a great challenge that can be solved by well thought out collection development policies, which should guide librarians on what to include and not to include when they come up with collection development policies within the modern libraries of today. As a result, if librarians do not have a collection development statement of which documents and what sort of collections they should have in particular libraries, they will face difficulties, especially if these collections are not reviewed, revised, and updated regularly (Johnson, 2004:72). It is therefore crucial for a collection development policy to be revised every three years, in order to add new and current information to it. Khan and Bhatti (2016) states that “if the policy is not constantly revised, then it loses any value it might have, which is a difficult job”.

All libraries need to revise their documented collection development policies in order to meet the current trends regarding library materials available, which suit the needs of particular library clientele (Douglas, 2011:21). In this vein the absence of an endorsed collection development document at the University of Namibia Library makes it difficult for the users and the librarians to understand all the issues pertain to the acquisition of resources.

A collection development policy, as Namhila, Sinikara and Iivonen (2012:30) suggest, should be *“enriched further in order to accommodate the needs of new campuses as well as the emerging of electronic resources like e-books”*. Libraries need an electronic collection development policy in order to be easier to communicate through the library website or through institutions intranet (Kasalu and Ojimbo 2012:30). Johnson (2004) avers that some libraries have separated the collection development policies that deal with electronic and print resources, instead of combining them together. Moreover, the collection development policy could address the needs of all categories of users, factors that should influence accessibility, and special needs for library users. Documented library collection policies also assist to focus on user needs, and to help in the orientation of new staff.

Khademizadeh (2012:2) expounds that whatever format that one takes when coming up with a collection development process, one needs a policy that must oversee the acquisition of both electronic resources and traditional forms of documents. However, collection development policies act as a framework of establishing the library’s collections goals in terms of both formats (electronic and print resources). A collection development policy

differs from one library to another. For example: national libraries, academic libraries, public libraries, research libraries, and private institutions are guided by different collection policies as dictated by their varying business agendas.

Smith (2008:30) illuminates that although the Swirbul library does not have a written collection development policy in place, the library's were intended to support the University's goals by collecting and maintaining materials in all formats at the appropriate depth and breadth, so that it supports the degree programs offered by each department and school of the Adelphi University.

Kelly (2015:44) recommends that the collection policies should provide a direction to librarians and users on how their institution chose to meet the materials and information needs of its users. It also assists with focus on user needs, and to help in the orientation of new staff. It also guides the objectives of the collection development policy in order to prioritise the allocation of collection development resources, and as a strategic tool for planning how the collection development function contributes to other library activities in the attainment of overall library goals.

This is more so when it comes to electronic resources. For instance, Lewis (2004) as cited in Ngimwa and Adams (2011:680) confirm that the challenges that face the sheer volume of electronic resources that are being produced rapidly needs thoughtful consideration of policies on collection building, and technology and practices to support it. Johnson (2004:72) alludes to this assertion by further disclosing that *"librarians with the collection development statement suffer if those statements are not reviewed, revised, and updated regularly"*.

Gregory (2011:33) further argues that *"even a library with written policy statements suffers if those statements are not reviewed, revised, and updated regularly"*. As a consequence, collection development policies play crucial roles in guiding librarians on how to manage university libraries, particularly with respect to building resources needed by library patrons. In order to support the teaching, learning, creativity, and research functions of the university, their libraries should have a collection development policy in place. At the University of Namibia Library, the importance of a collection development policy was recognised in 1996 when the library was mostly catering for undergraduate studies with less emphasis on postgraduate and research (Buchholz, 2011).

According to Jenkins (2005:37), *“a library collection development policy is the foundation upon which all selection decisions should be based”*. He further argues that whenever the draft is complete, faculty members should be invited to examine the document and make agreed suggested changes. Mangrum and Pozzebon (2012:113) concludes that the collection development policy is a document that can inform the internal and external customers about how the library can fulfil its most basic, and simultaneously most complicated, function as resources access evolves. Khan (2010) suggests that the collection development policy should be revised regularly, and according to the need and situation of the library.

Mangrum and Pozzebon (2012) conducted a survey on the use of collection development policies in electronic resource management, focusing on the role of collection development policies in the past and present, and the challenges of adapting the electronic format in development collections. The study found that virtually, all libraries do an excellent job to address the traditional elements of collection development - even though half of the libraries surveyed mentioned the issues of electronic licensing in the policy and most were general statements.

2.3.3 Collection development procedures and processes

Collection development procedures and processes include the selection, user needs analysis, acquisition, collection development policy, collection evaluation, and the weeding process.

2.3.3.1 The selection process

The selection of electronic information resources in most libraries is nowadays a concept that is at the heart of the collection development process (Gregory 2011: 56). According to Ameen and Haider (2006), the selection of library materials is the backbone of a collection development process, which demands a sound commitment and knowledge of the publishing world on the selectors' part. In addition, Edgar (2003:404) defines selection as *“the decision-making process that accomplishes the goals established during collection development, using criteria separate from the collection development plan for identification and selection of specific library resources”*. Agee (2003:140) argues that a good selection of resources in any library may bring excellent resources that could be acquired to build quality collections. Selection is the process of identifying collection needed by library patrons. It is, therefore, an

activity done by the librarian in order to ensure that relevant, up to date, current, and quality information resources are done to meet the demands of the university community.

A recent study by Blummer and Kenton (2012:65) reveals that there is a growing selection of digital materials that contain a plethora of special features such as “*audio dictionaries and interactive applets*”; many of these electronic resources in any library can only be accessible through browsers or handheld devices. In the context of this study, the term ‘selection’ refers to a process of identifying collection needs of resources that should be acquired for the UNAM library.

In university libraries, the selection process of resources is a joint responsibility of faculty members and subject librarians, who agree on what library resources should constitute a library collection. Gregory (2011:64) confirms that “*bringing together a selection team with both subject and technical expertise is the most effective method for selection of any expensive materials that require equipment or software for use*”. It is generally accepted that subject librarians and the academic staff should communicate regularly regarding to the selection and acquisition of new electronic journals, new research or teaching tools, instructional support services, and other new library activities in order to build quality collections.

Premachand-Mohammed (2011:319) clarifies that the selection of printed publications is different from the process of selecting electronic resources. She further proposes that in the selection of electronic resources, materials are basically done by a group of specialists, led by a subject librarian. This analysis is confirmed by Johnson (2004:210), who states that librarians need to understand the universe with which they are dealing with, such as the file formats, methods of access and delivery, hardware, software, pricing options, licensing and contracts. Another major purpose of selecting electronic resources requires various criteria, skills, knowledge, and expertise.

It is important for university librarians to lobby to have a selection committee in place at organisations they work for. As Gregory (2011:39) observes, various libraries have a committee of selectors who review the suggestions for recommended purchases in the selection process. The selectors have to review or preview serials, audiovisual, as well as electronic resources as a group before ordering items of the identified and suggested

collections. A selector should understand the process regarding licensing and contract negotiation technicalities of acquisition of e-resources, copyright issues, and consortia agreements for cooperative purchasing.

There are several challenges that libraries face when it comes to the selection of electronic resources. Johnson (2004) singles out some of the important criteria of selecting electronic resources, namely: response time; local service implications; support for information transfer; physical and logistical requirements within the library, such as space, furniture, hardware, wiring, telecommunication and data ports; effective use of technology; licensing and contractual terms, limitations and obligations; pricing considerations, including discounts for retaining paper subscriptions and discounts for consortia purchase, as well as availability of data to measure use and effectiveness. Johnson (2009:20) further asserts that if libraries continue to consider the criteria for selecting electronic resources, they will have to deal with the question of how to move the materials that are available on the Internet by incorporating such materials into the collection development library agenda.

Evans and Saponaro (2005:82) further argue on this point by suggesting that selection aids were not fully utilized to the extent that everyone involved in collection development is important to recognize the bibliographies and review sources needed in building a library collection; the selection aid can provide an overview of the output of publishers and media producers.

It is, therefore, critically important for libraries to develop selection criteria procedures to follow when selecting electronic resources for libraries. When selecting these resources, a selector should take the following criteria into consideration: copyright, intellectual nature of the source materials, current and potential users, actual and anticipated nature of use, format, costs and benefit (Haneefa, 2007).

Vogel (1996) urges that the selection of e-resources outside the guidance of a collection development policy may lead libraries to haphazardly unfocused groupings of resources that can or cannot support the mission of their library. In order to select electronic resources, Olorunsola and Adeleke (2010) advise libraries to have a separate collection development policy for e-resources that should address the following issues: information formats, technological implications both for the library and the institution, as well as management and

staffing issues of supporting e-resources. The policy must be flexible, and it should be interpreted sensitively within the context of local needs, priorities, and culture. Evans and Saponaro (2005:82) mentions that selection aids are not fully utilised to the extent to everyone involved in collection development; therefore, it is important to recognise the bibliographies and review sources to building a library collection. They further argue that the selection aid can provide an overview of the output of publishers and media producers.

The selection of electronic resources such as e-books, e-journals, online databases, and e-references in university libraries requires a more extensive set of criteria. Johnson (2012:14) points out that many electronic resources offer demonstration and trial periods during which librarians and users should try a product for testing. Johnson (2012) further stipulates the following selection criteria for librarians to consider when subscribing to and purchasing for new electronic resources:

- Providing business model.
- Licensing and contractual terms, limitations, and obligations.
- Ease of authentication.
- Completeness and currency.
- Ability to select and deselect individual titles or other content subsets if offering is a package deal from an aggregator or publisher.
- Local service implications, local physical, and logistical requirements.
- Compatibility with bibliographic, and citation management software and course management software.
- Compatibility with mobile devices and e-readers.
- Accessibility for people with disabilities.
- Open URL compliance.
- Functionality of the end-user interface and accessibility.
- Output options.
- Option to transfer e-content to a different delivery platform
- Vendor support and responsiveness.
- Availability of back files for formats such as e-journals and databases.

Thus, it is critically important for libraries to develop selection criteria and procedures to follow when selecting electronic resources for libraries. When selecting these resources, a

selector should take the criteria into considerations such as: copyright, intellectual nature of the source materials, current and potential users, actual and anticipated nature of use, format, costs, and benefits (Haneefa 2007).

2.3.3.2 Acquisition Process

There are various ways in which university libraries acquire their collections, such as: through purchases, exchange, gifts, and via donations from library associates. Acquisition is defined as the way of ordering and purchasing all library materials as anticipated to collection development, which also involves the selection of materials to be purchased for the library service (Dority, 2006).

Another school of thought defines acquisition as an activity of identifying what the library ought to acquire, determining how it can be obtained, and actually acquiring it. Margill and Carbin (1989) cited in Wilkinson and Lewis (2003:1) confirm this analysis. The process also involves organising the incoming requests in order to carry out verification of materials. Moreover, the process deals with vendor licenses, contract, budgeting, and it often collaborates with regional buying consortia to secure the best prices of the organisation.

Further studies regarding acquisition verify the process as the implementation of selection decision making, which is achieved through purchases, exchange, gift, and donations related to a better, cost effective management of the acquisition process (Andreda and Vergueiro, 1996). The acquisition process supports research and education in any library through ordering, receiving, and paying for materials added to the library's collection, and through maintaining records management systems that provide information about library orders, receipts, and budget expenditures. Evans, Intner and Weihs (2011:87) enlighten that the first step in the acquisition process is to organise the incoming requests.

Like any other library materials, the acquisition of electronic resources should be managed in conformity with a collection development policy that takes into consideration the interests of students, teaching staff, and budgetary justification for acquiring such resources. In their study the about the most effective practices for integrating e-books in academic libraries, Blummer and Kenton (2012:6) highlight some of the issues that affect the acquisition of electronic resources, specifically on the e-books such as: institutional requirements, the

popularity of distance education courses in universities, and also the demand of e-books in certain disciplines on campus.

Collection development librarians should minimise some of the difficulties of acquiring electronic resources in their university libraries by outlining a purchasing strategic plan. Various university libraries purchase electronic resources through individual titles or through vendor packed, instead of approval plan (Jacoby, 2008). Although the library collections in electronic resources are constantly increasing, libraries face many challenges, such as handling the politics driving license agreements, copyright and fair use, and choosing the right platforms (Koehn and Hawamdeh 2010:161). Another challenge is the increasing costs of e-resources every year, which is complicated by limited funds that libraries have to balance between acquiring commercially produced electronic products, and maintaining ongoing purchasing of printed materials.

2.3.3.3 Collection evaluation

Collection evaluation is an activity that is practiced in every library. Hyödynmaa and Buchholz (2012:163) clarify that the terms collection evaluation, collection assessment, and collection mapping describe the same process. In contrast, Johnson (2009) explains the term ‘collection mapping’ as a technique representing the strengths and weakness of a library collection; it is mostly used on the curricular needs of the school. He further elaborates that collection evaluation is a “*systematic consideration of a collection to determine its intrinsic merit*”. Collection assessment is also referred to as a systematic quantitative and qualitative measurement of the degree to which a library’s collections can meet the library’s goals, objectives, and the needs of its users (Johnson 2009:372). Kasalu (2010) concludes that collection evaluation is important for the library collection, because it is impossible to build a balanced, relevant collection of resources unless the strengths and weaknesses of the current collection are known.

There are various ways in which a collection is evaluated. This can either be on collection-based or user-based methods. Collection evaluation methods can be grouped into collection-based methods such as: shelf list measurement, collection-centered statistical method, usage statistics, shelf-scanning, list checking, user survey, and citation analysis. In their study, Borin and Yi (2008:43) combined old and new collection evaluation models by adopting “*the*

best of the older criteria based evaluation methods for print resources, combined with the newer usage based statistics for electronic resources”.

A collection can be evaluated by a number of criteria. Collection evaluation methods could be grouped into collection-based methods (counting holdings, checking lists to determine the collection's scope and depth), usage statistics (turnover rate) and user-based methods (gathering information on how clients use the collection) (Arizona State Library, Archives and Public Records 2012). Knight (2013) recommends that periodic assessment of the collection should be in quality, and usefulness in light of other readily available resources on the internet should be carried out. There are various techniques used to gather either quantitative data, including numbers, age, or use statistics; or, qualitative data such as observations and analysis by informed staff and subject knowledgeable users. Some of the key criteria are:

1) Shelf list measurement/Collection-centered statistical method: the shelf list method produces collection-centred statistical quantitative information on the number of titles, average age, and percentage of total collection, as well as possible language divisions of the collection. Shelf lists are nowadays collected by means of electronic library systems. Quantitative data are gathered, including the number of titles/items of a specific segment and the percentage this section is of the total collection/subject area. Statistics on the age of a collection reveals currency and/or retrospective strength, keeping in mind the subject area, as well as the goals of the library.

2) Usage statistics: this method can include circulation statistics, interlibrary loans, in-house use, and turnover rate. The turnover rate is established by dividing the number of circulations by the number of items or titles in a segment. If the usage rate is high, it is an indication that this area might need more resources. A low turnover rate could point out that the collection is not very popular with the users.

3) Shelf-scanning: this technique comprises of the physical examination of materials on the shelf. Both contents of the collection and condition of the material are examined. This method, like every method, has pros and cons. It can be done quickly and it yields immediate results, but the results may be subjective, depending on the knowledge and expertise of the librarian or external experts.

4) *List checking*: this method compares the percentage of standard titles or items according to best lists or standard bibliographies. The disadvantage is that these lists quickly become outdated. The Conspectus method commonly used in the United States is an example of a list checking method.

5) *User survey*: this client centred method is done by conducting user surveys, and by examining users' opinions, views, and assessments.

6) *Citation analysis*: this method is more common in special or research libraries, and it can measure the strength of collections or recent developments. It is useful for broad subject fields, and involves examining citations, footnotes and/or bibliographies in local theses or recent articles and scholarly books, and checking them against the library holdings. It is not necessary for libraries to follow all of these methods to receive measureable results. The first three methods are the most used techniques (Simosko 2003), (National Library of Australia 2004); (Bushing 2006), (Wilén & Kortelainen 2007), (Hibner and Kelly 2010), (Arizona State Library, Archives and Public Records 2012).

2.3.3.4 Weeding Process

Weeding is one of the components of the collection development process in the library industry. It is defined as the “process of removing materials from the active collection for withdrawal or transfer” (Kasalu, 2010), (Kavulya 2004) and (Johnson 2009). Weeding is the practice of discarding or transferring to storage excess copies, rarely used books, and materials that are no longer in use. Weeding is an essential activity of collection development. As Johnson (2009) clarifies, for an effective weeding process to take place, libraries must have a written weeding policy to guide decisions about weeding. Weeding can offer a librarian the opportunity to review the collection carefully, in order to fulfil the information needs of faculty and students in support of the academic curriculum (Dubicki 2008:132). It can keep a collection vibrant, relevant, and usable. Furthermore, weeding can also make the remaining collections more visible to students and faculty.

A number of reasons are given for weeding library collections in a university library. One of the justifications for weeding of library collections is a limitation on the space available to house print collections. Additionally, Kunene (2006) and Johnson (2009: 153) justify that

library collections are weeded out for the following reasons: out of date collections, space, new edition of a specific title available, new curriculum or programme change or institutional objectives can have changed, and the general appearance of the library has been improved.

According to Chowdhury, Burton, Macmenemy and Poulter (2008:69), a librarian can decide to weed a collection considering:

- *That all collections are kept absolutely intact*
- *That collections are weeded, gingerly by professionals only, using good judgment and not rules*
- *That collections are so weeded that they are maintained at a predetermined physical size*
- *That library stacks are stocked with those volumes likely to give the library the greatest circulation figures.*

2.4 Review of the related studies

This section reviews empirical studies that are similar to the current study. The section is divided into eight sub-sections, namely: collection development practices in university libraries, collection development practices of electronic resources in university libraries, funding collection development activities, use of information and communication technologies in collection development, resource sharing as a way of collection development in academic libraries, the role of the teaching staff in collection development, the role of subject librarians in collection development, and the challenges faced by university libraries in collection development.

2.4.1 Collection development practices in university libraries

Various studies have discussed the issues of collection development practices within university libraries. Andrade and Vergueiro (1996) focused on the issue of collection development in Brazilian academic libraries. Their research studies outlined several theoretical models for collection development provided by professional literature that can be used. As a result, the findings of the study concluded that the Evans model was adequate for use in libraries in developing countries.

Kumar, Hussain and Singh (2008) did a survey of collection development practices in technical state libraries in Ghaziabad, India; they found that regular budget allocations,

continuing computerisation, and moving toward digital collection might strengthen the information resources provided for the clientele of those institutions. Similarly, Fombad and Mutula (2003) at the University of Botswana library, highlight different challenges involved in integrating electronic resources and technologies into the process of collection development, namely: selection process, budget, policy, personnel, and technology.

Al-Baridi and Ahmed (2000:116) debate an overview of the development of electronic resources at the King Fahd University of Petroleum and Minerals (KFUPM) library; they discovered that: *“with the variety of databases available, and the limited amount of financial resources of libraries, the implementation of electronic information resources program should be carefully planned to ensure optimal use of money, time, and space”*

Khan (2010) reviewed the managing collection development and organisation in globalising Indian university libraries. The main purpose of the study was to evaluate the current status of collection development, organisational patterns, and to make a comparative analysis of collection development organisational pattern of the four central university libraries of Uttar Pradesh. The results of the study revealed that there is a conspicuous difference between the two categories, and that the newly centralised universities are lagging far behind the old centralised universities in collection development organisational pattern.

Adekanmbi and Boadi (2008) examined the problems of developing library collections at the Botswana colleges of education. The population of the study comprised of senior librarians, the Deputy Principals (academic) of the colleges, as well as the Chairperson of the Board of Affiliated Institutions of the University of Botswana. The findings disclosed some major problems that are militating against collection development in their libraries, such as: lack of constant training for the librarians, inadequate staff for the libraries, lack of administrative support, and unavailability and non-use of collection development policies. The study concluded that there is a need to train the college librarians on collection development, provide more staff for the libraries, and for librarians to produce and use adequate collection development policies.

Chaputula (2014) sought to determine the collection development practices in some selected private university libraries in Malawi. The study reported that both institutions are mainly funded by parent institutions, donor agencies, and miscellaneous fees. Funding of collection

development activities is inadequate, negatively impacting on the purchase of books, subscription to print journals and electronic journals, book binding and repair, and staff training. He further noted that *“these effects were evidenced by the sharp deterioration of the quality of the collection, because most essential books are inadequate, outdated, and sometimes not found at all in libraries”*.

Kasalu and Ojimbo (2012) described the application of ICTs in collection development in private university libraries in Kenya. The main purpose of the study was to find out which collection development practices in private university libraries in Kenya could be enhanced by the use of information, communication and technologies. The study found that ICTs were available in all the three selected universities. Furthermore, the study concluded that university libraries in Kenya need to apply and fully utilize information communication technologies in collection development practice in order to meet the changing user information needs and use available funds effectively.

Wittenbach (2005) conducted a study on structuring collection development for empowerment and accountability. The study proposes restructuring of collection development at the University of California Riverside University libraries. The author describes the new system that has created more accountability for the materials budget. As a result of the new system, faculty members are more aware of the budgeted amount of monographic purchases in their own area, and whom they can contact for concerns or purchasing request.

The collection development procedures of electronic resources in university libraries are not very different from the traditional collection development practices, such as constituting the same collection development activities, which entail: determining the needs of the user, collection development policy, selection of resources, purchasing resources, budgeting, weeding, suppliers and publishers, sharing resources (collaboration with other institutions), as well as collection evaluation of the existing collection.

2.4.2 Collection development of electronic resources in university libraries

Electronic resources are increasingly becoming popular, and they are referred to as e-resources collections that are available in digital formats or e-formats. Currently, information resources in libraries are collected in electronic and print formats. As a result, in order for the

twenty first century university libraries to fulfil and satisfy the needs of students, faculty, and staff, they need to acquire library materials in various formats. According to Kanyengo (2009:34), scholarly information is increasingly produced in digital formats; therefore, knowledge production process is conducted in the electronic environment. Electronic resources are generally more costly than print materials, but they offer advantages such as: less storage space, large information capacity, independence from time and space, strong sharing ability, and great potential for collection expansion (Zhang, Ye, Liu and Rao, 2010:828).

Kichuk's (2010) study similarly reveals that "three electronic resources growth or development stages corresponding to advances in electronic resource type, for instances bibliographic, full-text and reference and a pattern of sustained rapid growth". She further found that the growth doubled within the last four years of the time series, with ± 100 resources being added annually in the same period. The University of Namibia library exists to support teaching, learning, research, as well as the research needs of the general public. It is also obliged to respond to a diversity of academic needs and research projects of the university as enshrined in its strategic plan, mission statement, and objectives as an institution that supports higher learning in Namibia.

A study conducted in Nigeria by Ani and Ahiauzu (2008:510) explains that "there is a shift in collection development from the print sources to electronic sources among university libraries in Nigeria in tandem with global transition from the print to electronic information publishing and dissemination". Similarly, it appears that many university libraries are experiencing the shift from print to electronic resources in recent years (Dooley, 2011:118). Also dramatically, the demand for electronic resources has been seen increasing in the past few years, because most of the latest information are available in e-format, for example the e-books. This is an indication that electronic resources have the potential to provide fast information, and widespread and cost-effective access to an unlimited amount of knowledge to the university community.

Kichuk (2010) analysed a study on electronic resource growth at the University of Saskatchewan library for over a period of 12 years. The findings of the study revealed that the growth of electronic resources has doubled within the last four years of the time series,

with ± 100 resources being added annually in the same period. Moreover, bibliographic, full text, and reference growth are some kinds of electronic resources found at the university.

Another study by Kavitha (2009) discussed the various trends in collection development in digital environment. The changes that have occurred in acquisition, retrieval, and storage of information due to technological developments have been discussed. The study also discussed limitations, restrictions, and problems being faced by librarians and readers due to the same have been discussed. The way these developments have affected the academic environment and changed the role of a librarian has also been portrayed. The study concluded that with more and more resources available in digital format, the collection development has to include electronic resources, thus making them easily accessible to users.

In an attempt to emphasise the need of collecting electronic resources in university libraries, Dadzie (2005) stresses that electronic resource collection is a way of complementing print-based resources in a traditional library setting. Dadzie further asserts that some of the benefits of having an electronic resources collection are such as providing access to information that might be restricted to users because of geographical location or finances, and provide access to current information. Although electronic resources come with a lot of benefits, Knight (2013) found that 59% of students prefer using print books for research, while 29% prefer using e-journals. Consequently, there is a need for libraries to provide resources in all formats, in order to satisfy the user information needs.

Wu Shuling states that in recent years, electronic information has gradually become a major resource in every university library. A statistical analysis of the use of electronic resources has become a hot issue in the field of library and information science. Electronic documents differ from the traditional paper documented in the following aspects: paper document is tangible, and statistics can be done according to the readers registering records; while an electronic document is intangible and statistics are done by the logging frequency. Some database managers provide the statistics, but others do not. Even if they provide the service, it cannot meet the needs of the library. The rapid growth of new technologies has changed the communication process and reduced the cost of communication for individuals. Electronic information sources can be seen as the most recent development in information technology and are among the most powerful tools ever invented in human history. Electronic information sources are becoming more and more important for the academic community.

Ani and Ahiauzu (2008) regard electronic resources as information that can be disseminated in the electronic form. This argument is substantiated by Swain and Panda (2009:75) and Okello-Obura (2011), who further argue that e-resources are “*a variety of electronic and digital sources of information that is available to students and faculty within an academic context*”. In the context of this study, the term electronic resources or e-resources refers to information that can be acquired in electronic formats and that can be accessed through library Webpages at the University of Namibia.

However, several scholars list different categories of electronic resources as existing in libraries. Wikoff (2012:1) identified databases, e-journals, e-books and linking technologies as constituting electronic resources. A study conducted at the University of Lagos by Deng (2010:93) outlines nine categories of electronic resources areas as follows: library catalogue, online journals, web site information, online information, online magazines, online archives, online theses/dissertation and online exam papers. Similarly, studies by Ashipila (2010); Ani and Ahiauzu (2008); Deng (2010) and Haneefa (2007) also list DVD, images, video, e-journals, e-book, e-print, and other computer-based electronic networks. Moreover, Lee and Boyle (2004:5) itemise full-text, databases, image collections, electronic journals, multimedia products, and numerical data as examples of electronic resources. It is, therefore, important for this study to further explain various types of electronic resources in university libraries. These constitute the following categories: e-books, e-journals, online databases, as well as the full-text databases.

2.4.2.1 Types of electronic information resources in university libraries

An electronic resource has gradually become a major resource in every academic library. As defined out in section 2.3.2, electronic resources refer to collections that are available in digital formats or e-formats. Tsakomas et al (2005) quoted by Gakibayo, Ikoja-Odongo & Okello-Obura (2013:3) states that electronic information resources are those information resources, which provided in e-format and these are: e-books, e-journals, online databases, CD-ROM databases, as well as other computer-based electronic network.

2.4.2.1.1 E-books

E-books refers to content that is available in a digital format, and not directly readable by users without the aid of a computer (Diez and Bravo 2009). E-text, e-manual, e-reference and e-thesis/dissertation are examples of e-books. According to (Adelakun 2010), an e-book is an

electronic text that constitutes the digital media equivalent of a conventional printed book, sometime restricted with a digital rights management system (Posigha 2012). It can also be defined as a digital object with textual and other content, which arises as a result of integrating the familiar concept of a book with feature that might be provided in an electronic environment. E-books have the following features such as:

- Search and cross reference functions.
- Hypertext links.
- Book marks
- Annotations
- Highlights
- Multimedia object and interactive tools (Posigha 2012:797).

Reitz (2016) define an e-book as *“a digital version of a traditional print book designed to be read on a personal computer or e-book reader”*.

2.4.2.1.2 Electronic journals

The term e-journals was detailed by Arm (2000) as commonly produced and distributed through online or internet, it can also be defined generally as a journal which is available in electronic form through host to patrons. An electronic journal can be best described as a digital version of a print journal, or a journal like electronic publication with no print counterpart which is made available through the web, e-mail, or other means of Internet access.

2.4.2.1.3 Online databases

It is one of the effective ways of providing access to electronic information resources in university libraries through subscription to online databases that can be access via the internet (Gakibayo, Ikoja-Odongo and Okello-Obura, 2013). Some of the most popular online databases which can be accessed at the University of Namibia library are: Emerald, Ebscohost, Science direct, Springerlink, SA, e-publication, and e-reference sources. It also provides access to various Open Access databases namely: Access to Global Online Research in Agricultural (AGORA), Online Access to Research in the Environment (OARE), and Health Inter Network Access to Research initiative (HINARI).

2..4.1.4 Full text databases

Full text databases are a number of electronic resources that a university library is subscribed to and these include: e-journals, databases aggregators, e-books, and reference sources to support the university program of teaching, learning, and study and research activities.

2.5.3. Funding collection development activities

On most occasions, the funding of university libraries is poor, and libraries have to look for an alternative source of income to meet the increasingly sophisticated demand of library users for electronic resources services (Okiy 2005:71). Chaputula and Boadi (2010) conducted a study on ‘funding for collection development’ in Malawi. The study was a case study zeroing on the University of Malawi, Chancellor College library using questionnaires and interviews as data collection instruments.

Ubogu and Okiy (2011) conducted a study to investigate the sources of funds in academic libraries in Delta State in Nigeria. To achieve the objective of the study, questionnaires were used, and to further enable the researcher to collect data from respondents over a short period; respondents were given enough time to think and provide appropriate answers. The study concluded that the major source of funding of libraries is the government subvention. The government should, therefore, increase the amount of funds allocated to libraries to enable them to provide adequate resources and services.

The study covered a ten-year period from 1998 to 2008; it revealed that there is inadequate funding on collection development activities. Consequently, the inadequacy of funding negatively implicates the library’s collection development activities, especially on acquisition materials and maintenance; hence, university libraries are forced to rely heavily on irrelevant donations, resulting in librarians failing to provide current and relevant materials (Chaputula and Boadi 2010), (Kanyengo 2009) and (Mapulanga 2011).

2.5.3.1 Budget implications in Collection Development

Jalloh (2000:165) and Kavulya (2009) argue that the most constraint aspect facing libraries in developing countries is “inadequate funds or stringent budget cuts” on library operations. As a result, services at some libraries are negatively affected. University libraries are heavily reliant on funding from the parent organisation. This situation has resulted in many academic

libraries being left vulnerable to dormancy, particularly when the source of funding is not guaranteed (Chaputula and Boadi, 2010).

In addition, Okojie (2010) conducted a study on innovative financing for university libraries in sub-Saharan Africa. The study revealed that about 90% of funds for university libraries are provided by the government at a meagre 10% budget allocation. He further urges that “every library should have a budget allocation for collection development in order to provide effective services”.

Johnson (2009:370) defines a budget as “*a plan for the use of money available during a fiscal year, reflecting allocations, expected revenues, and projected expenditures*”. The Collins English Dictionary (2009:224) defines budget as “*an itemised summary of expected income and expenditure of a country, company or department over a specified period - usually a financial year*”. A budget of any university library is expected to cater for various information resources and rapid changes in the information arena (Adekanmbi and Boadi, 2008:69). It is the management tool that puts librarians in control of the financial health for the libraries they manage.

A budget is further regarded as a management tool that facilitates planning and resource allocation (Okello-Obura and Kigongon-Bukenya 2008). Furthermore, a budget assists libraries to enumerate, itemise, dissect, and examine all of the collections and services that libraries offer to users. In the of this study, the term ‘budget’ refers to the total amount of money allocated for collection development of electronic resources during a specified period. Adekanmbi and Boadi (2008:70) observe that the process of budgeting for information materials, even though perceived as an uneasy undertaking, is indispensable in libraries.

Although, collection development aims to address the information needs of library users, Kunene (2006:3) opines that the initiative cannot be realised because of financial constraints, the diversity of user needs, and the vast amount of information. A recent study by Ubogu and Okiy (2011) indicates that it is completely important for a library to have the resources that will enable the library to meet its goal. They further argue that a beautiful building with well trained staff, equipped with modern information storage and retrieval systems might only be appreciated if excellent services are rendered to the university community. As a result, these services cannot be provided without adequate funding.

It is imperative to have a closer analysis at a study that was conducted at the University of the Zambia Medical library, which analysed the needs of collection development aimed at taking stock of information resources and approaches that are used to meet collection development needs in the library (Kanyengo 2009). The findings of the study indicated that the University of Zambia library has been without adequate financial funding since the early 1980s, and its collection could not meet the information needs of its users without the support of the university executive management. This lack of adequate funding for the university library affected the delivery service, as the library could not acquire access to the constantly increasing information needs of university students, researchers, and health practitioners at the School of Medicine of the university. It was noted that in 2006, the library funding was increased; hence, the library managed to purchase 93 titles from the Text Book Programme for the Medical library.

Mapulanga (2011) studied the effects of budgeting and funding information services at the University of Malawi libraries. The study was conducted in five constituent libraries, namely; Chancellor College library, Malawi Polytechnic library, Bunda College library, Kamuzu College of Nursing library, and the College of Medicine library. Questionnaires and interviews were used to collect data. Mapulanga's (2011) study revealed that library and information resources at the University of Malawi libraries were deteriorating, despite increased material budgets. He also found that books were outdated, and often unavailable in the University of Malawi libraries. The study recommends college Librarians to lobby for increased budgetary allocation of library and information resources.

Hamutumwa (2008) conducted a study in Namibia to investigate the utilisation and promotion of electronic resources in government libraries. A few of the government libraries surveyed revealed budget constraints as one of the factors hindering librarians from providing electronic resources to government employees in Namibia, which means that the situation was not only experienced in university libraries, but also in state libraries. Another study conducted by the NLAS I 2007/2008 revealed that most of the Namibian libraries are facing under funding challenges.

2.5.3.2. Budget allocation for university libraries

For a library to meet its aims and objectives in line with the strategic plan as guided by the organisation it serves, there must be an adequate budget allocation to enable the library to purchase library resources, paying staff salaries/wages, and financing equipment. Scholars such as Mapulanga (2011); Kanyengo (2009); Kavulya (2006) and Chaputula & Boadi (2010) confirm that inadequate budgetary allocation especially negatively impacts the collection development activities. Oloruntoba (2002) cited by Akporido (2005:29) affirms that “*finance is a major factor in the growth of an organisation*”. The functionality of university libraries depends on the control, planning, and the implementation of budgets. It is worth mentioning that budgeting in university libraries varies from one library to another, and it is also determined by the fiscal year

Haneef (2007) found that most special libraries in India face inadequate budget allocations inadequate. According to Okello-Obura and Kigongon-Bukenya (2008), the allocation of money through budgets can be done in many ways. There are various systems of allocation of funds that exists, and where libraries can choose from when considering the different kinds of systems. Moreover, it is important to be meticulous about the library’s adopted methods. Some of these budgeting system allocations may choose from types of budgets such as line-item incremental budgeting, programme budgeting, performance-based budgeting, block incremental budgeting, formula-based budgeting, responsibility center budgeting, zero-based budgeting, and initiative based budgeting.

2.5.4 The use of ICT in collection development

E-resources are products of Information and Communication Technology (ICT), which are relevant for teaching, learning, and the research process in universities. ICT plays a significant role in facilitating access to information available in e-format; ICT does not only enable and facilitate easier, faster, and wider access to information, but it also serves as the backbone of electronic resources (Adams and Bonk, 1995, Stantos et al., 2007) cited in (Deng, 2010:96)

According to Prenchand-Mohammed (2011), ICT is essential for successful delivery of electronic resources to the desktop, and it is a dedicated bandwidth that is central to supporting the level of electronic resources, whose usage continues to grow exponentially within academic libraries. It was noted that the advances in computer application during the

past few decades brought radical changes in the way information is gathered, stored, accessed, organised, retrieved, and consumed (Zahid, Khan and Waheed 2014:71). On the other hand, Haneefa (2007) argues that the Internet has become an essential resource for libraries; hence, the electronic resources are also becoming increasingly indispensable to all libraries of all types and sizes.

In Namibia, it was observed that access to affordable information and communication technology (ICT) and improving infrastructure for Namibians are some of the critical issues that the government still needs to address (Brandt 2015:19). Chiware and Dick's (2008) study focused on the current state of the use of information and communication technologies in the small and medium-sized enterprises sector to access business information services. They found that there is a very low level of ICT utilisation among the SMEs, while it is relatively high among business support organisations. Hamutumwa (2015: 183) concludes that even though most Namibians can afford to have cellular phones in rural and urban areas, they cannot afford the luxury of the internet.

Kumar and Biradar (2010) conducted a study on the use of ICT in college libraries in Karnataka, which found that the application of ICT in Indian college libraries has not reached a very high level, and that there is a lack of budget, manpower, skilled staff, and a lack of training for not automating library activities. Kumar and Biradar (2010) conclude that it is crucial to have computer and internet facilities for effective information services to the users.

In their survey that investigated the effective development of electronic information resources in Nigerian university libraries, Ani and Ahiauzu (2008) indicated that the internet is the major source of developing electronic information resources in Nigerian university libraries, as 89.5% of the libraries have internet connectivity. As Knight (2013) reports, about 72% of library users connect to the Internet at the Northern Caribbean University to retrieve information for research or for general reading when they are not using library resources. It was also found that more patrons use the internet, because it is convenient, and easy to use. Presently, access to the electronic resources collection and internet is said to be the driver of *"service delivery, and reaching clients when they need it - whenever they are"* Hamutumwa (2008: 13).

Seetharana (1997) discusses the impact of information technology on collection development and collection management. He further scrutinises the changing role of libraries and librarians in handling traditional and electronic resources. Wakhare and Jaleel (1997) also studied the collection development in the Internet era with the help of some of the sources available on the Internet. They argue that the Internet is a better tool for accessing the collection, rather than processing it. They conclude that in the context of networks, there would be need to think of information resource development rather, than collection development.

Haneefa (2007) argues that many libraries have been employing information communication technology when accessing electronic resources, so that they can satisfy the diverse information needs of their users. Haneefa further argues that various electronic resources like e-journals, CD-ROM databases, online databases, e-books; and web-based resources are fast replacing the traditional resources of libraries. It is worth noting that electronic resources form a sound foundation for providing efficient information services in academic libraries. Accordingly, access to electronic resources requires a well-developed ICT infrastructure, and it also calls for a wider access to knowledge (Kawooya 2007) cited by (Prencchand-Mohammed 2011).

A study by Kasalu and Ojiambo (2012) on the application of ICT in collection development practices in private university libraries in Kenya recommends different ways of applying ICT in all the process of collection development in order to make the process more efficient and effective in meeting the needs of the users. The study also highlighted various challenges faced by private universities in the application of ICT in collection development, such as: slow internet which hampers faster downloading of publishers catalogues and book reviews, lack of cooperation by teaching staff, lack of online selection tools for local publishers and suppliers, acceptance of ICT and electronic documents by management in some of the universities was very slow, subscription to electronic information resources requires that the ownership of the e-resource remains with the publishers, and that the subscription is renewed every year; failure to do so means their access is denied, preference of print resources over electronic resources by teaching staff, the lack of sufficient materials funds for sufficient collection of electronic information resources, and subscription to electronic selection tools.

Husain and Nazim (2015) presents an exploration of the potential utilisation of different information and communication technologies in Indian academic libraries. The study used the survey method, and a structured questionnaire containing close-ended questions to collect information from 30 librarians. The questionnaire was sent through postal mail.

The finding of the study indicated that academic libraries in India have mostly been involved in applying ICT-based solutions for the management of various library functions and services, including computerization of library catalogues, circulation systems, serial control, acquisition and budget, access to in-house- developed library databases, access to electronic resources, for example e-books, e-journals, e-databases and web-based reference services. The majority of academic libraries in India are using ICT-based applications for organizing and retrieving information. The study concluded that the level of application of ICT in Indian academic libraries is acceptable, but they should improve their status to match the ever-increasing demand for better library and information services by utilising their best potential of knowledge resources.

2.5.4. Resource sharing as a way of collection development in academic libraries

Resource sharing is one of the methods for demonstrating wise management of resources, diversity of ideas and methods. For the purpose of this study, networking, resource sharing, and consortium may be used inter-changeably. According to Nwalo (2008), as quoted by Nwegbu, Echezona and Obijiofo (2011:31), points out that resource sharing as part of consortium building has become a critical success factor in the effectiveness and sustainability of academic and research library services.

In deliberating the issue of information sharing, it is important to define the term consortium. A consortium is a group of independent institutions which organize to accomplish goals which they could not reach as individual organizations. A consortium is formed based on a memorandum of understanding on cooperation or through formal agreement establishing a legal entity with its own budget and financial responsibility. The library consortium serves as a focal point for all its members for collaboration in areas like affordable and wide access to electronic resources. Commercial vendors acknowledge consortia as one subscription entity. It is essential for consortia member and content providers to communicate through listservs, e-mail messages, meeting as well as conferences (Strauch and Chelser 2009:125).

Turner (2013) states that library consortia have long been reviewed as a means of increasing purchasing and reducing costs. It is very crucial for any academic library to form consortiums with other libraries, in order to share information resources thereby reducing the cost in a bid to access electronic resources. Olorunsola and Adeleke (2010:590) noted that *“the interest of academic libraries consortia currently has grown and this seems to indicate the necessity for collaboration among academic libraries, especially the increasing costs of collection materials and e-resources”*. Therefore, most higher education libraries nowadays belong to certain consortiums.

The University of Namibia Library is not exception from other academic libraries; in 2012 it became a member of South African National Library and Information Consortium (SANLIC). According to (Buchholz 2011), resources sharing and collaboration between libraries is the key to provide relevant and up to date information to students and staff to meet their demands of access to electronic resources, anywhere on the globe. Buchholz further argues that such sharing and collaboration offers an opportunity to share electronic resources costs between libraries, especially those that are united in a consortium. In Namibia, the Namibia Library and Archives, and Namibia’s institutions of higher learning, namely; the University of Namibia, Polytechnic of Namibia and the International University of Management realized the need to cooperate in a workshop held at National Library of Namibia from 28-29 April 2014. The theme of the workshop was “Namibia Library Consortium (NALICO); a new beginning”. Members were drawn from government libraries and university libraries to set up a consortium. According to the Director of library and information services in Namibia, alluded to the fact that Namibia has always yearned to form its own library consortium in order to help Namibian libraries to share resources for cost effectiveness (Mlambo & Tonderayi 2014:10).

Currently, there is no consortium of libraries in Namibia, which makes it difficult for academic libraries to share the cost of electronic resources. University libraries in Namibia are purchasing expensive global electronic resources as individual institutions rather than doing it on a consortium basis which is much cheaper than taking the individual route which is very expensive. Moghaddam and Talawar (2009) conducted a study on library consortia in developing countries. The major purpose of the study was to review consortia efforts in developing countries. Literature reviewed reveals that libraries in developing countries were working on consortia at national, regional and international level. The study highlighted

various challenges towards the consortia activities such as poor technological and communication infrastructure, inadequate finances, and culture and context.

In 2012 a study was carried out on resource sharing challenges and prospects at the Nigerian Institute of Advanced Legal Studies, University of Lagos in Nigeria, (Anasi and Ali 2012). The findings of the study revealed that the prospect for resource sharing among university libraries was high. The study further concluded that there were also some factors that hinder effective resource sharing such as: inadequate funding, a dearth of skilled librarians, power outages, and absence of web-accessible OPACs, uneven development of libraries as well as slow progress of library automation. Furthermore, the study recommended that each university library should have a specific annual budget allocation for ICT development and maintenance and for the training of librarians to pilot resource sharing projects, (Anasi and Ali 2012:156).

Due to the limited sharing of resources in Namibia, the library of the University of Namibia has become a member of SANLIC (South African National Library and Information Consortium) a body responsible for facilitating the cost effective access to high-quality scholarly electronic information to support the research, teaching and learning in Public Higher Education and Research Institutions in South Africa. Mlambo and Tonderayi (2014) emphasized that times have changed regarding the demands, and expectations of library clients, most now rely on electronic resources as their primary source of information. As, Okojie (2010) suggested that university libraries need to network, collaborate and build consortia, so that they can benefit to purchase electronic resources in bulk as well as get cheaper license deals. Unfortunately, only few African university libraries have been doing that, university libraries are from Ghana, Cameroon, Zimbabwe, Nigeria and South Africa who have developed university library consortiums.

2.5.5 Role of the teaching staff in collection development

Lectures constitute the core staff central to knowledge dissemination to students within universities and as such they are central and core entities regarding the issue of involving them in the process of acquiring library collections within an academic institution such as that of the UNAM. Jackson (2007) cited in Blummer and Kenton (2012:70) revealed that the needs of faculty and student remained the driving force in all e-book acquisition within tertiary institutions. The role of faculty members is very crucial in selecting resources in any

university libraries. Teaching staff possess the superior knowledge regarding their subject areas and are generally more effective, efficient, and economical in their selection of what is required in the library, (Jenkins 2005). More so the selection of electronic resources in university libraries is hampered by some teaching staff who lack commitment. For instance, Jackson (2007) cited in Blummer and Kenton (2012:70) argues that there is a need for the faculty and students to remain the driving force in all e-book acquisitions.

Knight (2013) argues that a librarian needs to implement policy changes that will lead to increased faculty involvement in collection development and the book selection procedure. Feldmann (2006) asserts that “*subject librarians are a valuable resource, regardless of changes occurring in academic libraries*”. The digital age has brought changes that facilitate dissemination, sharing and retrieval of information and economic downturn resulting in tight budgets. However, within these changes, the skills of subject librarians should be utilized and nurtured rather than being alienated.

As one of the primary library users of university libraries, teaching staff have a history of being involved in library collection building. In his review of the related literature on collaborative collection building of electronic resources, White (2004:177), notes that librarian in university are relying on teaching staff input for building collections in order to meet the current research needs, curricular content, and changing and emerging disciplines. It is pivotal for subject librarians to understand the complexities of faculty culture. Hodges, Preston and Hamilton (2010) emphasized that subject librarians are representing an integral role in the academic research library by ensuring the growth of a balanced collection of library materials.

2.5.6 Role of Subject Librarians in Collection Development

Several terms are used to describe what constitutes a subject librarian. Some researchers use the term Faculty librarian, and Liaison Officer. Liaison programme activities are used to overcome the distance, (both physical and psychological) between the departments and the library, to integrate the library and its resources more closely into the daily academic work, to acquire a more educated understanding of each other's services and needs, to build interpersonal relationships and to facilitate both informal and formal partnerships with faculty, and, at the same time, to improve the library's status on campus (Ahtola 2004:59) citing (Seaman and Metz 2002). According to Johnson (2014:523), subject librarian is

defined as: *“a librarian responsible for selecting materials, managing a collection, and providing bibliographic instruction, reference services, and outreach to users in a specific academic discipline or field of study”*.

The assumption is that a librarian who is equipped with selection skills, for example, can handle any subject area irrespective of whether or not they know the subject content. A study carried out by Stachokas and Gritten (2013:34) revealed that subject specialists place orders when they gather input from the academic department on campus. Subject librarians have a role to play in the provision of information resources and library services in academic libraries. Hazen (2000) cited in Feldmann (2006) The traditional role of subject librarians includes performance of multiple activities such as collection development, monitoring their budget allocation; providing reference and research services in specific academic fields as well as liaison with faculties.

Librarians in academic institutions rely on faculty input to build their collections so that they can meet their current research needs, curricular content, and changing and emerging disciplines White (2004:177) White’s argument is validated by the situation of the University of Namibia library whereby subject librarians distribute printed catalogues for the faculty staff to select materials that they need. In order for subject librarians to be able to perform their tasks in a more effective manner, Head of departments and Deans of Faculties in tertiary institutions should perform the following to keep the subject librarians informed about new, evolving or diminishing research focus that may impact on how the library could support research and creative thinking: teaching staff should communicate regularly with their subject librarian with regard to individual information, purchase of materials, instruction or research needs, and also coordinate departmental recommendations for the acquisition of new library books and journals as well as in special projects like journal cancellation and deselecting of library collections.

2.5.7 Challenges faced by university libraries in collection development

A study by Hamutumwa and Mabhiza (2010) which was carried out at the University of Namibia revealed that most of the collections at the former college libraries were obviously not developed to cater, for the newly introduced Bachelor of Education degree program students. As a result, the library requires more funding to build up a new collection that should include a balanced format of print and electronic resources. Although, the library

cannot acquire every resources needed by all students and staff, the library is faced with financial resources constraints. However, since the University of Namibia is expanding its services to cover all the 13 regions in the country, the UNAM library also need to have enough budget allocation in order to support the vision and mission of the university as the university expands its services. Therefore the tight budget is forcing university libraries to cancel some of the electronic resources and print subscriptions that would have been put on order.

Adekanmbi and Boadi (2008) explore the challenges of developing library collections within colleges of education libraries in Botswana. The study found that lack of adequate skills on the part of librarians to lobby for allocation of collection budgets is the major hurdle to effective collection development in the college of education libraries in Botswana.

Another study by Adekanmbi and Boadi (2008) on the problems encountered by the librarians in charge of collection development within the Botswana College of education indicated that 100% lacked adequate staff and time constraints, followed by 83.3% facing budget constraints and lack of enough space for library materials, while cumbersome procurement processes and lack of facilities and equipment, such as VCRs and computer were some of the problems facing librarians.

A 2007 study conducted by Ameen and Haider (2007), explored some major challenges in the area of collection management faced by university libraries in Pakistan. Some of these challenges regarding the collection management were: handling the hybrid character of collections, service to users, training of collection management staff, collection evaluation, resource sharing as well as preservation. The study provides an example of the challenges of university libraries in a developing country which must plan and develop a customized paradigm of library service which combines the traditional and modern services. Van Zijl (2005) conducted a study of the University of Technology to examine the developing and managing information collections for academics and researchers. The study revealed that it was “essential for academics and researchers to find information resources that they require in their institutional libraries”.

Electronic resources collections at the University of Namibia Library are governed under the parameters of licenses crafted outside Namibia and it is so difficult to meet the needs of

university community. One of the major challenges facing the library is one cannot signature for the license agreement without consulting the legal expertise of the university and the authority through the vice chancellor of the university. Further, the license agreements normally take about three to four months before the agreement is returned back to the library. This makes it difficult for the university library to effectively provide users with what they want on time.

In a study carried out by Olorunsola and Adeleke (2010:595) revealed that license agreements for e-journals are negotiated and signed with each owner that allows the library's users to access the electronic journals for the specific amount of time and for a specific fee, except otherwise free. As demand of electronic resources is increasing, many university libraries are looking for better ways to negotiate for acquisition of e-resources, evaluating the usage of these resources and justifying cost of using e-resources. According to Koehn and Hawamdeh (2010:165), *"libraries should find ways to negotiate contracts and licensing agreements in order to make electronic resources more favorable to libraries and their patrons"*.

It is important for a university library to have a license agreement regarding its electronic resources. Armstrong and Lonsdale's (2005) argue that universities should support the distance learning, off-campus use, out-of-library, 24/7 access and the use of virtual learning environments as well as multiple users. It was also observed that *"the negotiation of licenses become an essential new process and skill"*, Gandel (2005) cited in Mangrum & Pozzebon (2012:109). It is therefore, necessary for the University of Namibia Library to understand and have a collection development policy of e-resources. Therefore, access methods of electronic resources constantly evolving and a careful scrutiny for evaluation of a new acquisition and assessing current holdings.

Wilkins (2007) discussed the issue of licenses at the University of Derby Libraries. The study found out that the library had several staff reading through the licenses and involving legal experts if necessary. These restrictions are outlined in the agreement which is published for users to review. Similarly, librarians have been urged to focus on *"user needs"* in contract negotiation, pointing out that the *"lists of priorities"* for e-books remained different for students, faculty and librarians (Soules 2009). Equally, Bucknell (2010) described the University of Liverpool Library in its efforts to buy e-books directly from the publisher to

avoid restrictive content due to user's dislike of digital rights management. Eschenfelder (2008) cited in Blummer and Kenton (2012:76) urged librarians to avoid accepting soft restrictions on purchasing and licensing e-content. In addition, some of the institutions had outlined their terms and conditions for e-book vendors. The American Library Association (ALA) emphasises an equitable access to electronic content and has recommended on the development of new "model projects for delivering e-content".

It is important for librarians to request for free trial periods with electronic resources, especially expensive resources before deciding to purchase them. This will enable the students, librarians, and teaching staff to evaluate the aggregator, and to assess if the features, functionality, and contents are suitable for their academic programmes. Trials are provided to libraries or organisations who request specific products for trial. Product trials are setup for a specific period of time. Further, it is important not to lease an item without insisting on a trial period, publicise the trial, encourage usage, and include as many people, including the IT and users. It is also crucial for the library staff to make it clear that access is on trial basis, so that users may not assume that the product will still be available later on. The driving decision factors that negotiators should look at are: price, access, and availability.

With regards to the platforms of electronic resources, librarians need to make an informed decision of the major platforms that they should use. When selecting a platform, there are a range of general criteria for purchasing electronic resources to consider. The following aspects must be considered: searching, indexing, and linking for example to OPAC, restriction, usage statistics, and metadata.

Another challenge facing university libraries are the increasing costs of library materials, increasing number of students, introduction of new courses that are constantly being developed and introduced to replace the ones being phased out, and shrinking budgets. Lastly, university libraries are indecisive of whether to select print or electronic materials/resources.

2.6 Summary of chapter two

This chapter reviewed literature surrounding the collection development practices and processes in university libraries. The literature review revealed that there has not been any study on collection development as practiced among institutions of higher learning in

Namibia. The chapter discussed the process of collection development, which comprises of determining the needs of the user, the collection development policy, the selection process, and the selection of electronic resources, acquisition, and evaluation of collection, as well as the weeding process. The chapter also discussed the use of information communication technologies in libraries, and resource sharing as a way of collection development in academic libraries, the role of the teaching staff in collection development, the role of subject librarians in collection development, and finally the challenges facing collection development of electronic resources in university libraries.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the methodological procedures that the researcher adopted for the study. Babbie (2010) defines research methodology as *“the methods, techniques and procedures that are employed in the process of implementing the research design or research plan, as well as underlying principles and assumptions that underlie their use”*. According to Nachmias and Nachmias (1984: 15) as quoted in Ngulube (2005:128), a research methodology is a *“system of explicit rules and procedures upon which claims for knowledge are evaluated”*. In its exposition of the research methodology, this chapter discusses and explains the research approach, research design or method, target population, study area, sampling methods and procedures, data collection methods and procedures, and data analysis and presentation techniques that were used in this study. Lastly, the chapter elaborates on the problems encountered, as well as the ethical considerations that the researcher followed as guiding principles during this study.

3.2 Research approach

There are three broad approaches used by scholars, scientists and/or researchers when undertaking research, namely: qualitative, quantitative, and the mixed methods research approaches. Creswell (2009) also confirms the three research approaches, namely: quantitative, qualitative and mixed methods research approach. Generally, these three research models still dominate social science research. With regard to this study on collection development practices at the University of Namibia library, the quantitative approach was deemed appropriate. The differences between quantitative, qualitative and mixed methods research approaches are illustrated in table 3.1 as adopted from Johnson & Christensen (2012:34).

Table 3.1: Comparison of quantitative, qualitative and mixed methods research

	Quantitative	Qualitative	Mixed methods research
Scientific method	Confirmatory or "top-down" The researcher tests hypotheses and theory with data.	Exploratory or "bottom-up" The researcher generates or "constructs" knowledge, hypotheses and grounded theory from data collected during fieldwork.	Confirmatory and exploratory.
Most common research objectives	Quantitative/numerical description, causal, explanation and prediction.	Qualitative/subjective description, empathetic understanding, and exploration.	Multiple objectives provide complex and fuller explanation and understanding, understanding multiple perspectives.
Focus	Narrow-angle lens, testing specific hypotheses.	Wide-angle and "deep-angles" lens, examining the breadth and depth of phenomena to learn more about them.	Multilens focus.
Form of data collected	Collect quantitative data based on precise measurement using structured and validated data-collection instruments.	Collect qualitative data such as in-depth interviews, participant observation, field notes, and open-ended questions. The researcher is the primary data-collection instrument.	Collect multiple kinds of data.
Nature of data	Variable	Words, images & categories.	Mixtures of variables, words, categories and images.
Data analysis	Identify statistical relationships among variables.	Use descriptive data, search for patterns, themes, and holistic features, and appreciate difference/variation.	Quantitative and qualitative analysis used separately and in combination.

Source: Johnson and Christensen (2012)

In view of the above differences among the three approaches, this study used quantitative research approach to answer the research questions of the study. Using a quantitative approach, the study investigated and quantified relationships between variables, in order to generalise data from the sample to the population, and to contribute to the theory (Leedy and Ormrod 2005).

3.2.1 Quantitative research approach

Creswell (2014:10) defines quantitative research as “an inquiry approach that is useful for describing trends and explaining the relationship among variables found in the literature. Bryman (2012:160) describes the quantitative approach *“as entailing the collection of numerical data, as exhibiting a view of the relationship between theory and research as deductive and a predilection for a natural science approach, and as having an objectivist conception of social reality”*. According to Aray, Jacobs, Sorensen and Walker (2014:681) and Neuwman (2011:165), the quantitative research approach gathers numeric data through controlled procedures and analyses to answer predetermined questions, or to test hypotheses. This study adopted the quantitative approach to describe the opinions, attitudes, and experiences of participants on the issues of collection development practices of electronic resources in a university library. The aim was to collect quantitative data to answer pre-determined research questions.

According to Ngulube (2005:130), the quantitative approach relies more on statistical and mathematical techniques. Ngulube’s argument is supported by Leedy and Ormrod (2005:179), who states that quantitative approach uses statistical methods that typically begin with the collection of data based on a theory, hypothesis, or research questions, followed by descriptive or inferential statistical methods.

Fox and Bayat (2012:78) assert two advantages of the quantitative research approach, which are: the use of numbers, allowing for greater precision in reporting results; and powerful methods of mathematical analysis that can be used in the form of computer software packages. The quantitative research approach was more appropriate for this study, because the researcher can investigate and quantify the relationship between variables. The rationale behind using the quantitative research approach is to be able to gather data through the use of questionnaires, in order to establish the participants’ feelings, experiences, and behaviour.

The quantitative approach was further used to generate numerical data. This approach is appropriate to the study because it enables the researcher to manipulate variables, and to control natural phenomena. Lastly, the quantitative approach made it easier to measure descriptive aspects of the study, such as the composition of the population.

3.3 Research method

According to Johnson and Christensen (2012:195), a research method refers to the “*overall research design and strategy*”. A research design or strategy is defined as a plan or blueprint of how one intends to carry out the research project (Punch 2009). A research method is, thus, a programme that guides a researcher in collecting, analysing, and interpreting data, as well as to give meaning to it. Pickard, (2007:297) describes a research method as a design for undertaking the research activity. A research method assists a researcher to focus on the end product and all the steps in the process to achieve the outcome anticipated (De Vos et al. 2011:143). Several types of quantitative research methods can be used in social science studies, such as experimental research, case studies, and survey research methods (Ngulube 2009:223). The survey research method was deemed appropriate for this study, in order to investigate collection development practices of electronic resources at the University of Namibia library

Creswell (2012:376) defines survey research methods as “*procedures in the quantitative approach in which researchers administer a survey to a sample, or to the whole population of the people to describe the attitudes, opinions, behaviours or characteristics of the population*”. A survey method was selected to enable the researcher to learn about a large population. Through the survey, researchers can measure many variables, gather descriptive information, and test multiple hypotheses in a particular study. Additionally, Neuman (2011:49) explains that survey research is a “quantitative research whereby researchers systematically ask a large number of people the same questions, and then record their answers”. This study undertook the survey research method; the results from the sample were then generalised to the whole population of the study.

The survey method typically consists of longitudinal and cross-sectional methods. Longitudinal survey methods are used to collect data on the same population, and to assess changes in cohort groups, subpopulations, and panel groups of the same individuals over time, whereas the cross-sectional methods are used to collect data about current attitudes,

opinions, or beliefs. The latter is also used to collect data at one point in time (Creswell 2012:376). Bless, Higson-Smith and Sithole (2013:390) define the cross-sectional design/method as survey method “where all data are collected at a single point in time”.

According to Neuman (2011:44), cross-sectional research is regarded as exploratory, descriptive or explanatory, but it is most consistent with the descriptive approach. This method is effective for providing a snapshot of the current behaviours, attitudes, and beliefs in a population. It has the advantage of providing data relatively quickly; researchers do not have to wait for years before they can have their data and they can begin to analyse and draw conclusions (Gay, Mills and Airasian 2011:185). The cross-sectional survey method was adopted for this study.

The selection of the survey research method enabled the researcher to gather large amounts of data from a large population. This research method allows the researcher to obtain a large amount of data to the topic under investigation. The survey is appropriate for this study, as it sought the opinions, characteristics, and experiences from faculty members and librarians who participated in the study. Furthermore, the method is appropriate for this study because it allowed the researcher to reach a larger number of participants in the most cost-effective manner.

3.4 Population

Babbie (2010:190) defines a population of a study as the “*aggregation of elements from which a sample is actually selected*”. Fox & Bayat (2007:51) defines population “as any group of individuals, events, or objects which share a common characteristic, and represent the whole or sum total of cases involved in a study”. When the population is clearly defined, it is also called the “target population”.

The target population of this study constituted of faculty members and subject librarians at the University of Namibia. This population was targeted to provide the research with relevant responses regarding their experiences on collection development practices of electronic resources in a university library. The inclusion criterion for this study was the faculty members and subject librarians at the University of Namibia. The University of Namibia comprises of eight faculties, namely: the Faculty of Agriculture and Natural Resources, the Faculty of Economics and Management Science, the Faculty of Education, the Faculty of

Humanities and Social sciences, the Faculty of law, the Faculty of Health Sciences, the Faculty of Science, as well as the Faculty of Engineering and Information Technology. The faculty members who were selected for the study are from all eight faculties of the University of Namibia.

For the purposes of conducting this study, the faculty members are defined as individuals in the employment of the University of Namibia, charged with the responsibility to teach and conduct research. Also, the faculty members are full-time academic professional at the rank of professor, associate professor, senior lecturer, lecturer, and assistant lecturer, while a subject librarian refers to a librarian who, by virtue, qualifies with specialised knowledge and experience to select library materials, provide bibliographic instruction, and reference services to users in a specific subject area or academic discipline. They were included in this study mainly because they are the custodian of collection development activities, and the researcher was assertive that they could provide information about the collection building of electronic information resources.

The number of faculty members from all the eight faculties were as follows: Faculty of Education (n=240), Faculty of Agriculture and Natural Resources (n=130), Faculty of Science (n=150), Faculty of Health Science (n=160), Faculty of Engineering and Information Technology (n=70), Faculty of Law (n=50), Faculty of Humanities and Social Sciences (n=160), and Faculty of Economics and Management Sciences (n=240). The total target population in this study was therefore 1200 faculty members. There are 22 subject librarians working at the UNAM library. Furthermore, each faculty has one or more dedicated subject librarians who work with the faculty members to build relevant and up-to-date library collections. Since the population of academic staff is large, it was impossible for the researcher to study the entire population in this study; it was, therefore, necessary to sample the population.

3.5 Sampling techniques and procedures

Sampling is defined as the process of drawing a sample from a population that a researcher wants to study (Johnson and Christensen 2012:216; Fox & Bayat 2007:54). Similarly, Tashakkori and Teddlie (2010:356), elaborate that sampling is a process of selecting a subset or sample unit from a larger group or population of interest, and its main function is to address the research question of the study. In addition, the purpose of selecting a sample in

quantitative research, as (Jonson and Christensen 2012:217) explains, is to enable the investigator to make accurate generalisations about population, using a sample data. McMillan (2008:111) concurs that the purpose of sampling in quantitative studies is to obtain a group of participants who will be representative of a larger group of individuals, or who will provide targeted responses.

3.5.1 Sampling method/techniques

There are two main types of sampling methods, namely: non-probability and probability sampling. The most commonly used techniques of probability sampling are: simple random, systematic, stratified, and cluster sampling. According to McMillan (2008:112), probability sampling is applicable in cases where each member of the population has an equal chance of being selected. Creswell (2009:21) recommends the mixture of random selection, and selecting on the basis of specific identity or purpose. Because the respondents to the two data collection instruments (questionnaire and interviews) were different, it was crucial for this study to select three samples. This study used two sampling techniques to select the respondents from the different groups of the targeted population.

3.5.1.1 Systematic random sampling

According to Ary et al. (2014:683), systematic sampling is a probability sampling in which every k th element of the population list is selected for the sample. This type of sampling is conducted when an ordered list of all members of the target population is available, and it involves selecting every k th individual on the list, starting from a point that is selected randomly. For the purpose of this study, systematic random sampling is the most appropriate sampling strategy. The goal of the systematic random sampling is to give every faculty members of the population an equal and independent chance of being selected for the study.

This study used a table to determine the sample size from a given population as Krejcie and Morgan (1970:607) suggest, in order to obtain the sample. The researcher obtained a list of all faculty members from the Unit of Strategic and Physical Planning of the University of Namibia, and then began with a randomly selected element.

The list provided the total number of faculty members, personnel number, names, gender, position, appointment code, rank code and name, as well as the cost center name. The

researcher, controlled systematic bias by ensuring that the original list obtained from the strategic and physical planning was not set up with any ordering that could be significant in relation to the study. The main advantage of the systematic sampling is that the sample selection is simple (Gay, Mills and Airasian 2011:138), and it is quicker than the use of random numbers (Bless, Higson-Smith and Sithole 2013:168).

However, this technique also has its drawbacks. The key weakness of systematic sampling is that all members of the population do not have an equal chance of being selected. The other weakness of this technique is that it *k*th person may be related to a periodic order in the population list, and also that it's producing unrepresentativeness in the sample (Gay, Mills and Airasian 2011:138).

3.5.1.2 Purposive Sampling

Daniel (2012:87) explains that purposive sampling is a nonprobability sampling procedure in which elements of the study are selected from the target population on the basis of their fitness, and for a specific inclusion and exclusion criteria. Creswell (2012:626) defines purposive sampling as a qualitative sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon”.

Apart from the systematic random sampling used to identify participants for the study, the sampling of librarians was achieved through purposive sampling. Kumar (2005:179) clarifies that purposive sampling is used when a researcher only considers people who, in his/her opinion, are likely to have required information, and who are willing to share the information. The researcher was merely interested in librarians who are dealing with collection development activities, and those who approve requisition of buying library resources. Also the researcher was assertive that subject librarians are resourceful for the study.

The strength of purposive sampling is that the researcher selects the sample using his/her experience and knowledge of the sampled group. However, the main weakness of purposive sampling is that it is potential for inaccuracy in the researcher's criteria, and resulting sample selection limits the ability of the researcher to generalise the results (Gay, Mills and Airasian 2011:141).

3.5.2 Sample frame

In order ensure that the sample is representative, it is important to use a complete and correct sampling frame. A sample frame is a complete list of all the elements of a population (Jonson and Christensen 2012; Bless, Higson-Smith and Sithole 2013:165). The study developed two sample frames: the researcher obtained the first list of faculty members from the Unit of Strategy, and Physical Planning of the University of Namibia. The list contained 1 200 faculty members from all faculties for the 2016 academic year. The second sample frame was made up of subject librarians, and this list was obtained from the website of the University of Namibia library, which consisted of the names of librarians, the faculties, their contact details, as well as their email addresses. There were a total of 22 subject librarians listed on the website and 1 university librarian as the director of the library. The total number of librarians is 23.

3.5.3 Sample size

The sample size is a number of sample units which a researcher can select for data gathering. A sample can be defined as a group of the target population that a researcher plans to study for the purpose of making generalisations about the target population (Creswell 2014:11). Ngulube (2005:134) states that a large sample is likely to be representative, and it can give the researcher the confidence that the findings truly reflect the population. To arrive at the sample size, the University of Namibia faculty members and librarians were used. The sample size was calculated according to Krejcie and Morgan's (1970) table of determining the sample size for the faculty members, and it was categorised in two phases. In the first phase, the sample size of 291 participants (faculty members) was determined from the whole target population of 1 200, using the sample size calculation table that Krejcie and Morgan (1970) model, while the sample size of 15 librarians ($n=15$) was purposively selected for interviews.

Table 3. 2: Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: (Krejcie and Morgan, 1970)

Note: “N” is population size

“S” is sample size.

Table 3.3: Sampling and sample size of faculty members (population N=1200)

	No. of faculty members	% (percentage)	Sample size
Faculty of Education	240	20	61
Faculty of Science	150	13	38
Faculty of Health Science	160	13.3	26
Faculty of Agriculture and Natural Resources	130	11	33
Faculty of Engineering and Information Technology	70	6	18
Faculty of Law	50	4.2	13
Faculty of Humanities and Social Sciences	160	13.3	41
Faculty of Economics and Management Science	240	20	61
Total	1200	100	291

For the purpose of this study, it was appropriate to select a sample that adequately represents the target population, so that the findings can be generalised to the entire population of the University of Namibia.

To ensure a greater representation of the overall population, the selected sample accounted for 26% of the target population, i.e. approximately 10% above the minimum range of from 10% to 20% as Gay and Airasian (2003) recommend for a survey research. In order to select a representative sample from each faculty as listed in Table 3.2, the following formula was applied:

$$n_1 = (N_1/1200)*N$$

Where n_1 is the sample obtained in each faculty
 N_1 is the total population in each faculty
 N is the sample of the entire population

3.6 Data collection methods and instrument of data collection

Several data collection techniques, such as questionnaires, interviews, and content analysis can be used in the quantitative research approach. Through the quantitative research approach, two types of research instruments were used for this study, namely: an interview and structured questionnaire (self-administered) to ask participants about their opinions, attitudes, and experiences on collection development practices of electronic resources. Johnson and Christensen (2012:587) explain that instrumentation refers to any change that occurs in the way the dependent variable is measured.

However, for a study to conduct a quantitative approach, the researcher should specify narrow questions, locate or develop instruments to gather data for answering the questions, and analyse numbers from the instruments, using statistics (Creswell 2012:626). The study used both questionnaires and interviews to collect the relevant data for this study.

3.6.1 Questionnaires

Johnson & Christensen (2012:197) define a questionnaire as a *“self-report data-collection instrument that each research participant fills out as part of a research study”*. Babbie (2007:246) explain a questionnaire a “a document containing questions and other types of items designed to solicit information appropriate for analysis”, while Obasi (1998) clarifies that a questionnaire is a data gathering tool in which respondents are given standard or uniform questions to complete in written form. A questionnaire is described as the most commonly used method of data collection tool in the Library and Information Science field (Ramasodi 2009:18). This data collection method is standardised to ensure that the respondents answer similar sets of questions. A questionnaire is an easy tool to use when collecting quantitative data. It produces quick results, it is inexpensive, and it can be completed at the respondent’s convenience (Bless 2005).

There are many ways to administer a questionnaire, such as hand delivery, telephonically, via e-mail, and online through computer mediated channels. The most preferred means of collecting data from faculty members at the University of Namibia is a self-administered questionnaire, it was sent through the electronic mail. As Bless, Higson-Smith and Sithole (2013) recommend, the researcher should ensure that a questionnaire has a short introduction, explaining the aim of the study, and the general layout of the questionnaire; it should be presentable, and easy to answer. For this study, a covering letter was attached to the

questionnaire for faculty members. The letter provided an introduction, explaining the aim of the study, and it also outlined instructions on how to complete the questionnaire. A mailed questionnaire are, according to Creswell (2014:7), a form of data collection in survey research in which the researcher mails a questionnaire to members of the sample. It is also seen as a survey that is mailed to potential respondents (Ary *et al.* 2014:678).

Mailed questionnaires are advantageous, but they also have limitations. According to De Vos *et al.* (2011:187), the advantages of mailed questionnaires are that: the costs are relatively low, information may be obtained from a large number of respondents over a wide geographical area within a brief period of time, it is anonymous and honest, and respondents can complete the questionnaire at their convenient time. According to Fox & Bayat (2013), it is easy to analyse data from questionnaires, and they reduce bias. The limitations are: there is a chance for a high non-response rate, respondents do not have an opportunity to ask the researcher to clarify questions, there is limited control to ensure that the right person in the household completes the questionnaire, and there can be a lack of access to mail delivery (De Vos, *et al.* 2011). Furthermore, questionnaires are not suitable for illiterate people (Fox and Bayat 2013). These limitations were not applicable to study, since the population comprised of faculty members from the University of Namibia library, who are educated.

Mailed questionnaires were an appropriate method for data collection this study because faculty members are often preoccupied with their duties, so they would not have time for oral interviews. This study used an electronic mail questionnaire technique because it is the quickest and cheapest data collection method to gather larger amounts of data. It also allowed the researcher to save time and travelling costs due to the geographical area of the respondents. A mailed questionnaire enabled the researcher to carefully choose the population of this study, the data was organised and presented systematically, and it was easier to interpret. A questionnaire was developed for faculty members.

3.6.1.1 Questionnaire instrument

A self-administered questionnaire was designed for the faculty members (*Appendix 3*). The questionnaires were structured with both close-ended and opened questions. Closed questions were used to provide participants with a list of alternative responses to choose from, while the open questions were included to allow the participants to express their views and to make suggestions and recommendations on collection development.

The questionnaires were used to collect data from the faculty members about collection development practices of electronic resources from the all faculties of the University of Namibia. Questionnaires were chosen on the basis that they are a relatively quick and cost-effective way of collecting data from the target population. The questionnaire comprised of five sections, namely: demographic profiles of respondents, collection development procedures and policies, factors influencing collection development, the role of faculty members and librarians in collection development, and the challenges in collection development.

The researcher sought and obtained permission from the Office of the Vice Chancellor for Academic Affairs and Research at the university to include the UNAM staff (faculty members) as participants in the study. A self-administered questionnaire was e-mailed to the faculty members, where they were expected to complete and return it to the researcher via electronic mail. According to Ary *et al.* (2014:675), an electronic mail questionnaire refers to survey that is e-mailed to potential respondents.

In order to overcome the weaknesses in the questionnaires, the researcher made sure that instructions and questions are clear to all participants, because unclear instructions and questions would contribute to people not responding to questionnaires, resulting in a low-response rate (Mamafha 2013:73). The questionnaire for this study was accompanied by a cover letter, where the researcher introduced herself and the research topic, and she informed participants that all information provided will be kept confidential and anonymous. The letter encouraged participants to be honest when responding to questions asked. The completion and return of the questionnaires also indicated on the questionnaires, and implied a willingness on the part of the respondent to participate in the study. Respondents were given one week to complete the questionnaires. A week after the questionnaires were e-mailed, the researcher followed up on the respondents to e-mail back the completed questionnaires.

3.6.2 Interviews

Many studies adopt interviews to gain in-depth understanding of individual perceptions (Pickard 2013:196). As a research instrument, interviews involve soliciting information from the respondents through verbal interaction between the researcher and the respondents (Aina, 2002). In this study, an interview was used to elicit participant's perceptions, feelings, and

their understanding regarding the concept of collection development activities. This was done in order to understand the experiences of faculty members and librarians in selecting electronic resources materials, and to identify interventions that can be employed to improve the process of collection development.

According to Babbie and Mouton (2009:643), an interview is “*a data –collection encounter in which one person (an interviewer) asks questions to another person (a respondent)*”. Babbie and Mouton (2009) add that interviews can be conducted either face-to-face or by telephone. In order to understand the participant’s constructions of reality, this study employed a semi-structured interview with librarians on collection development practices at the University of Namibia. This method enabled the researcher to gain the insights, opinions, attitudes, and experiences of the librarians on collection development, and how they practice it in their university.

According to Brinks, Van der Walt and Van Rensburg (2013:153), interviews have various advantages, namely: responses can be obtained from a wide range of participants, responses and retention rate is high, they are flexible, and questions can be clarified if participants are misunderstood. According to Kumar (2005: 123), semi-structured interviews are liberating in terms of content and structure. De Vos, et al (2011:348) explain that semi-structured interviews are “*focused and discursive, allowing the researcher and participant to explore the issue*”.

In contrast, there are many disadvantages of interviews, which are: interviews are time-consuming, expensive, and their arrangements are sometimes difficult to make. Therefore, in order to ensure that the interview process is well handled, interviewers should be well trained, and a certain amount of control should be exercised. As Fox and Bayat (2007:101) argue, the interview process can be a costly process.

3.6.2.1 Interview instruments

A written permission was obtained from the University of Namibia Research and Publication Committee to conduct the study. Furthermore, an informed consent was sought from the selected respondents before the telephonic interviews were conducted. The researcher used a telephone interviews to collect primary data. The telephone interview schedule (*Appendix 6*) covered aspects relating to collection development practices at the university library. The

interviews were conducted upon appointment with the respondents, which was at times convenient for the librarians.

The main advantage of using the telephonic interview was to fill in some information gaps that the questionnaire could not provide. Another advantage was that detailed quantitative information could be collected with a high response rate, and a corresponding high degree of reliability and accuracy, since the researcher had the opportunity to clarify unclear questions during the interview process. The other advantage of using this method was that it enabled for additional information to be obtained through follow-up questions, especially in instances where responses are vague or ambiguous. Telephonic interviews also enabled the researcher to glean more information from librarians on collection development practices across all the library branches of the University of Namibia.

According to Babbie & Mouton (2009: 257), telephone interviews have many strengths, such as: they save time and money, they are honest, and interviews may allow the researcher to obtain clarity. During the interview, the responses were written down, and after each question, the researcher repeated the responses of the respondents to ensure that the interviewees' comment is correctly transcribed by the researcher.

3.7 Pre-testing of the instruments of the data collection

Pre-testing is generally recommended to be carried out prior to administering a survey instrument for the study. Msoffe (2015) points out that no matter how carefully a data collection instrument is designed, there is always a possibility of error. According to Sarantakos (2013:266), pre-test is a small scale test administered before the introduction of a study, aiming to measure the suitability of one or more elements of the main study. Ngulube (2005:136) explains that pre-testing the data collection instrument such as questionnaires or interview is one of the tools that may be used for content validation. Accordingly, data collection instruments should be pre-tested, and the responses will demonstrate whether there is a need to re-arrange the response categories to a particular question (Sarantakos 2013:266). Thus, it is necessary for researchers to pre-test their questionnaire first, in order to determine if the questionnaires provide the information needed before using it in the main research study.

In this study, a pre-test was conducted to establish the reliability of the questions. A pre-test of both instruments (questionnaire and interviews) were carried out at the Namibia University of Science and Technology, formerly known as the Polytechnic of Namibia, by administering to five faculty members and interviewing five librarians. The researcher chose respondents from the Namibia University of Technology because, as Kumar (2012:24) recommends, “the pre-test of a research instrument should not be carried out on the sample of your study, but on a similar population that you are not proposing to study”. As a result, the Namibia University of Science and Technology was selected because its collection development of electronic information resources are similar to those of the University of Namibia. The pre-test was done to verify if instructions were clear, questions were comprehensible, and to determine the views of the respondents about the appearance of the questionnaire.

The requirement was to check for inconsistencies such as structures, content, formatting, logic, and adequate time frames in completing a questionnaire. Based on the suggestions, advice and comments from the pre-test study responses were incorporated into the questionnaire, interviews and ensured improvement, validity of the research instrument, the structure of the questionnaire, and the logical flow of the statement. The appropriateness of the instrument was conducted in order to ensure the reliability of the questions. This was necessary, particularly for the self-administered questionnaires, since the researcher did not have any direct contacts with the respondents.

3.8 Reliability and validity

The issue of validity and reliability are critical concepts in research because, in order for the findings of a study to be considered valid, the measurement procedure used to collect data must be reliable. Furthermore, for any research data to be of quality and use, they should be reliable and valid. Reliability can be described as the extent to which a measure yields consistent results, and the extent to which scores are free of random error (Ary, *et al.* 2014:684). In case of this study, reliability was achieved by presenting all participants with a standardised measuring instrument in the form of a self-administered questionnaire and interview questions. Validity is the extent to which a measure actually taps the underlying concept that it purports to measure (Ary, *et al.* 2014:684). For the purpose of this study, validity of the survey method instrument was done through a pilot study to test and assess the questionnaire before responses were solicited from the sample group. Furthermore, the issue of validity and reliability of this study was achieved through the process of multiple methods

to collect the data to reduced sources of error, and increased accuracy - henceforth, improving the validity and reliability of the study.

3.9 Data analysis and presentation

Bryman (2012:13) defines data analysis as “*a stage that incorporates several elements*”. The data analysis can help the researcher to “arrive at a better understanding of the operation of social processes”. Creswell and Clark (2011:416) add that quantitative data analysis “consists of analysing the data based on the type of questions or hypotheses, and by using the appropriate statistical test to address the questions or hypotheses”. Data can be analysed statistically to describe trends about the responses to questions, and to test research questions or hypothesis (Creswell 2012:376).

Ngulube (2005:139) mentions two statistical tools used in analysing data in Social Science research, namely: descriptive and inferential statistics. He further explains that descriptive statistics can be used to describe the characteristics of a population, while inferential statistics can be used to make some inferences about the characteristics of a phenomenon based on certain parameters. This used descriptive statistics as a tool to analysis the collected data. The quantitative data (the questionnaires to faculty members) were analysed, using the Statistical Package for Social Sciences (SPSS) software. SPSS is the statistical software that is most widely used in the academic community throughout the world. Data obtained from the self-administered questionnaires were coded, analysed, interpreted, and presented using frequency tables, graphs and charts.

Data obtained from the interviews were processed and analysed according to different themes. According to Creswell (2014:12), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Interview data presented in themes were identified through the interview transcript. Furthermore, each of the questions that appeared on the questionnaire and interview schedule were analysed, illustrated with graphs or tables, and then discussed in detail. Finally, a thorough analysis was done using descriptive statistics and analysis of key themes within the quantitative data.

3.10 Ethical considerations

According to the Concise Oxford English Dictionary (2008: 490), the term ‘*ethical*’ refers to the field relating to moral principles, or the branch of knowledge that is concerned with

morals. Israel and Hay (2006) as cited in Creswell (2009) outline various ethical considerations, namely: the protection of research participants, trust, promoting the integrity, guarding against misconduct and impropriety that might reflect on the institutions, and coping with new and challenging problems. In the case of this study, the researcher adhered to the research ethics as stipulated by the University of South Africa research ethics policy by respecting and protecting the dignity, traditions privacy, and confidentiality of participants (UNISA 2013).

The ethical clearance was sought and approved by UNISA. Permission to conduct the study was also sought and obtained from the office of the Pro Vice Chancellor of Academic Affairs and Research committee from the University of Namibia. Some ethical considerations such as informed consent, privacy, anonymity, and confidentiality were therefore considered by this study. To ensure that an informed consent of the selected respondents is obtained and adhered to, the purpose of the study was communicated to the target respondents, who were also guaranteed that information collected was to be treated confidentially, and it would only be used for the purpose of the study.

This study required the participation of the faculty members and librarians responsible for collection development. Therefore, the study could not harm or violate any human rights of the targeted participants. Participation in the study was strictly on a voluntary basis, so participants had the option to withdraw from the study at any time they wished to do so. This was done in line with Fox and Bayat's (2007:72) advice, who argue that respondents should be informed on their right to withdraw from participating in the research should they wish to do so. This is also in line with the UNISA Policy on Research Ethics (2013:12), which stipulates that researchers should respect the right of participants to refuse to participate in the study, and to allow them to withdraw from the study at any stage without any penalty. Also, the data collected from participants must at be kept under secure conditions all the time.

3.11 Problems encountered in the study

There is no research undertaking without any challenges. A number of problems were encountered during the study process. The major problem was that the researcher had to wait for authorisation to conduct her study at the University of Namibia. The University of Namibia stipulates that for any researcher to conduct study that involves the participation of the UNAM staff and students, and/or to access the records of the university, permission

should be granted from the Office of the PVC (AA&R) in accordance with the UNAM Research Policy. This procedure delayed the start of the data collection phase of the study. Another challenge was that the researcher studied through correspondence, and it took the researcher more time to complete her studies due to a lack of proper understanding of what a research methodology is.

3.12 Summary of Chapter Three

This chapter was carried out using a survey research method, which enabled the researcher to collect an in-depth data on views, opinions, practices, and the understanding of collection development practices regarding electronic resources in all the faculties of the University of Namibia. A quantitative research approach was explained in this research. A questionnaire and interview were used as the data collection tool, and was fully outlined with regards to their content and use. The population, sampling, data analysis and ethical consideration of the study were also discussed. The next two chapters will focus on the data analysis, findings of the study, and the interpretation of the findings.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the study on collection development practices at the University of Namibia library with special reference to electronic resources. In order to achieve the objectives of the study, the researcher designed two data instruments, namely: self-administered questionnaires and semi-structured interview schedules. Quantitative data are presented in percentages, graphs, charts and tables, while qualitative data is summarised using thematic narratives. The results are presented according to the set out research objectives, namely:

- To explore the collection development procedures and policies for electronic resources at the UNAM library.
- To investigate the factors that influence the collection development of information resources.
- To assess the extent which teaching staff and subject librarians are involved in collection development at the UNAM library.
- To discover the barriers to effective collection development of electronic resources at the UNAM library.
- To determine the influence of the UNAM library budget allocation on the collection development of electronic resources.

The data is presented in two sections: Section A provides a presentation of the data that was collected from the teaching staff, while Section B presents data collected from the library staff.

4.2 SECTION A: FINDINGS BASED ON THE DATA COLLECTED FROM THE TEACHING STAFF

4.2.1 Response rate and respondents' profile

This section reports the response rate from the University of Namibia teaching staff. Out of 291 self-administered questionnaires, which were distributed through email, 149 were returned, which gave a response rate of 51.2%. The self-administered questionnaires were distributed to respondents in all eight faculties of the University of Namibia as follows: 61 were distributed at the Faculty of Education, 38 were administered at Faculty of Science, 26 were distributed at the Faculty of Health Sciences, 33 were distributed at the Faculty of Agriculture and Natural Resources, 18 were administered at the Faculty of Engineering and Information Technology, 13 were distributed to the Faculty of Law, 41 were further distributed to the faculty of Humanities and Social Sciences, while 61 were distributed to the teaching staff in the Faculty of Economics and Management Sciences. As a result, the response rate of 51.2% is considered adequate for this study, and it enables the researcher to make a generalisation of the findings to the entire population. According to Babbie and Mouton (2001:261) cited in Ngulube (2005:11), a response rate of 50% is adequate, 60% is good, and 70% is very good. As a result, a 51.2% response rate was rated adequate for this study.

4.2.1.1 Respondents' socio-demographic characteristics

The heading on socio-demographic information of the respondents required the faculty members to provide information related to their gender, age group, job title or rank, campus, the faculty and years of working at the University of Namibia. The data obtained is presented in Table 4.1. Out of 149 respondents, 88 (59%) were male and 61 (40.9%) were female. It is therefore clear that the majority of those who responded were males. The responses, according to age groups, were as follows: under 30; 31-40 years; 41-50 years; 51-60 years and over 60 years. The highest age group of respondents, that is 59 (39.9%), belonged to the age group of 41– 50 years, followed by 49 (33.1%) respondents who were between the age groups of 31 and 40 years, 27 (18.2%) respondents who belonged to the age group of 51 – 60 years and 13 (8.8%) respondents who were the minority age group under 30 years old. There was no respondent who was over 60 years old.

Table 4.1: Respondents' socio-demographic characteristics (N=149)

	Frequency	Percentage (%)
Gender		
Male	88	59.1
Female	61	40.9
Total	149	100.0
Age Group		
Under 30yrs	13	8.8
31-40yrs	49	33.1
41-50yrs	59	39.9
51-60yrs	27	18.2
Total	148	100.0
Years of Experience		
Under 1yr	10	6.7
1-10yrs	92	61.7
11-20yrs	47	31.5
Total	149	100.0
Job Rank		
Professor	6	4.0
Associate Professor	16	10.7
Senior Lecturer	33	22.1
Lecturer	63	42.3
Assistant Lecturer	24	16.1
Researcher	1	0.7
Assistant Researcher	2	1.3
Tutor	2	1.3
Senior Technologist	1	0.7
Staff Development Fellow	1	0.7
Total	149	100.0

Regarding the number of years that the teaching staff who responded to the questionnaire have been working at the University of Namibia, the survey found that 92 (61.7%) have been working at UNAM for 1 – 10 years of working at UNAM, 47 (31.5%) have been working at UNAM for 11 – 20 years, and 10 (6.7%) respondents have been working for less than a year at the University of Namibia. None of the respondents selected the period between 31 and 40 years, and none of them have been working at a university for more than 40 years.

The respondents were asked to indicate their job title or rank. The results show that the majority of respondents 63 (42.3%) are lecturers, followed by 33 (22.1%) who are senior lecturers, then 24 (16.1%) assistant lecturers, 16 (10.7%) are associate professors, 7 (4.7%) are from other job title or ranks, while professors constituted a minority of 6 (4%). It is therefore clear that a majority of the respondents are lecturers from various faculties of the University of Namibia

4.2.1.2 Campus of work within UNAM

Respondents were further required to indicate the campus in which they work.

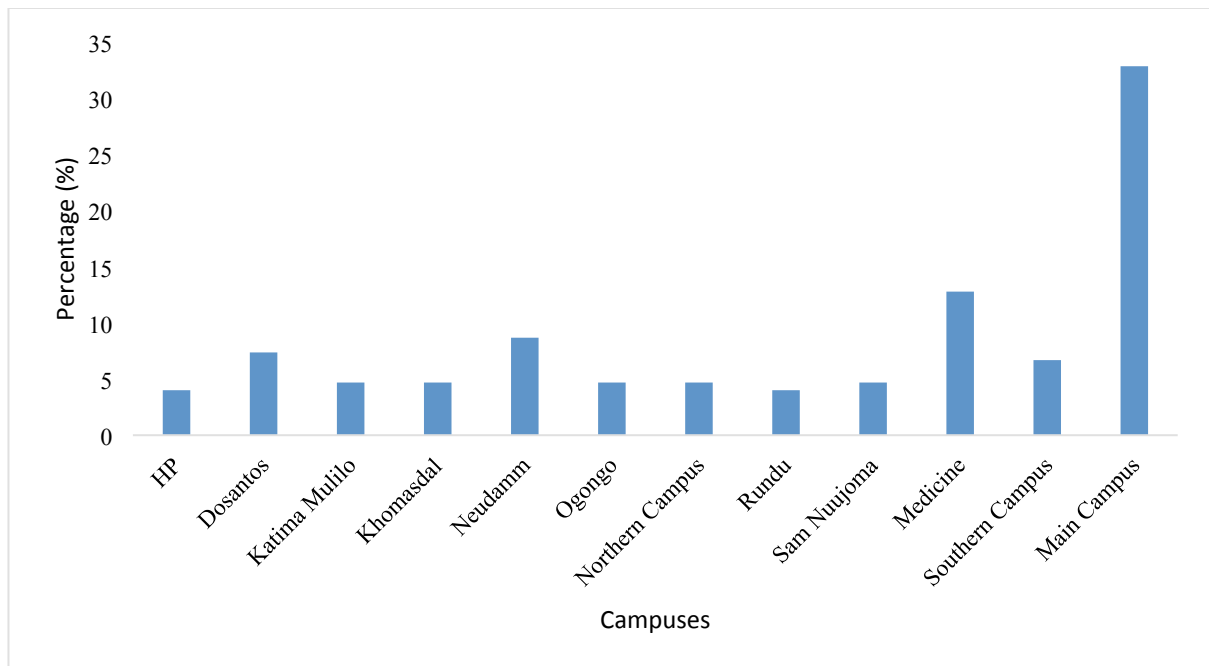


Figure 4.1: Respondents' campus of work within UNAM

It was important to know the campuses that the respondents represented, in order to ensure equity in representation from all the campuses at the University of Namibia. The diagram above indicated that the Windhoek main campus had the highest (32.89%) number of respondents, the School of Medicine had 12.75%, the Neudamm 8.72%, Jose Eduardo Dos Santos 7.38%, Southern campus 6.71%, then Khomasdal campus 4.7%, followed by both Northern campus 4.7%, Katima Mulilo 4.7%, Ogongo 4.7%, Sam Nujoma campus 4.7%, Rundu campus with 4%, and then Hifikepunye Pohamba with 4% respectively.

4.2.1.3 Faculty of respondents

Respondents were also asked to indicate the faculty in which they belonged.

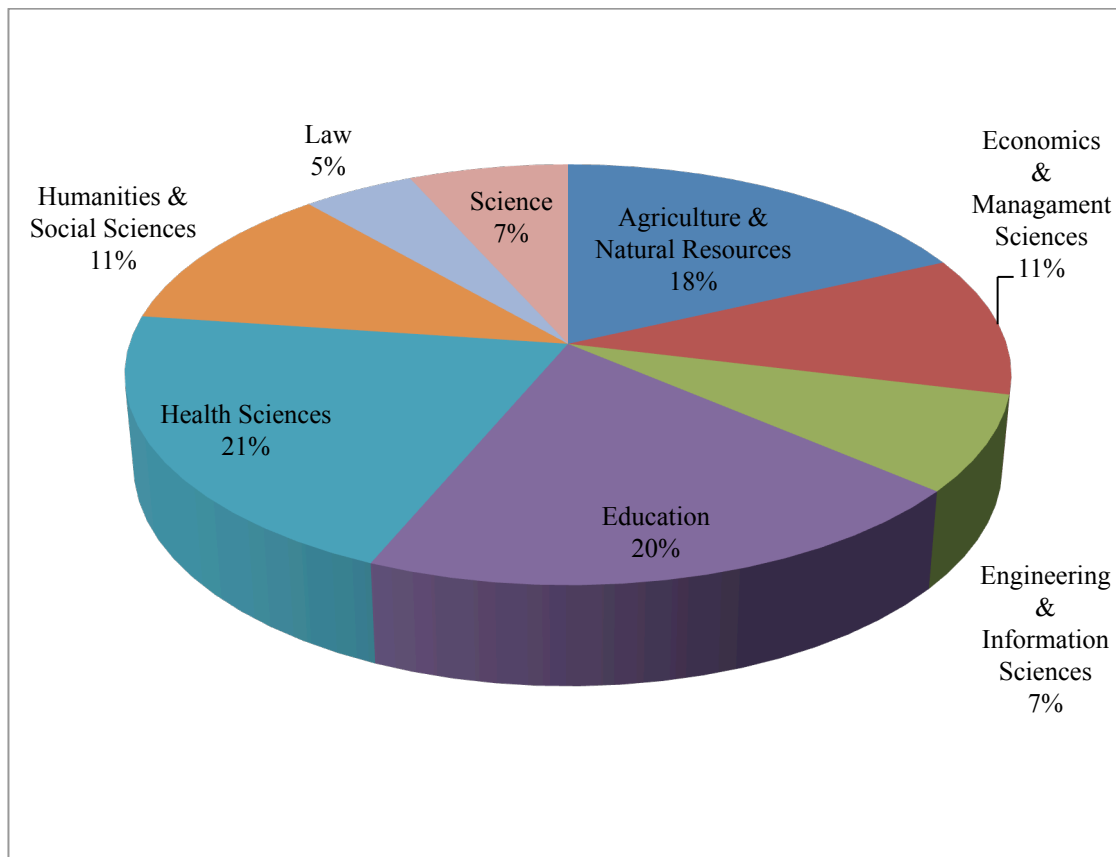


Figure 4.2: Distribution of respondents by Faculty

The findings show that the highest number of respondents are from the Faculty of Health Sciences (21%), and then the Faculty of Education (20%), followed by the Faculty of Agriculture and Natural Resources (18%), the Faculty of Humanities and Social Science (11%), followed by the Faculty of Economics and Management Sciences (11%), the Faculty of Engineering and Information Technology (7%), followed by the Faculty of Science (7%), and the least respondents are from the Faculty of Law (5%).

4.2.3 Collection development procedures and policies

The following section outlines the collection development procedures and policies in place at the University of Namibia library.

4.2.3.1 Awareness of the guidelines and procedures of collection development activities

The researcher wanted to find out if the faculty members are aware of the guidelines and procedures taken on collection development activities at the library. Figure 4 provides the details below.

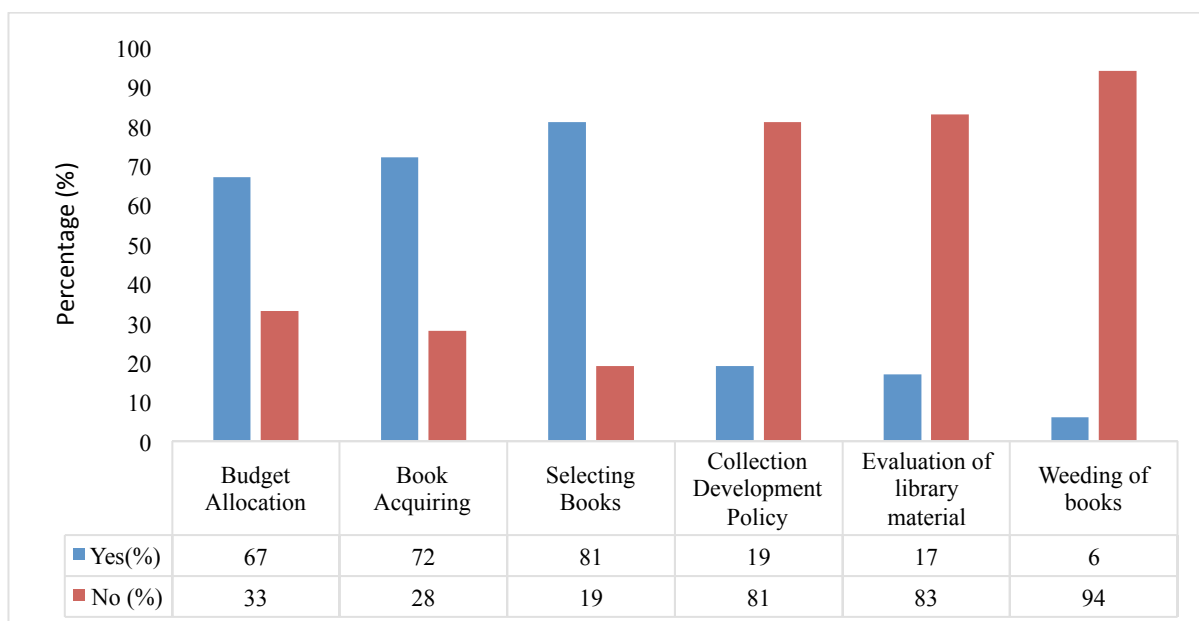


Figure 2.3: Faculty member's awareness of the guidelines on procedures of collection development activities

Figure 4.3 shows that a majority of the respondents accounting to 67% indicated that they are aware of the budget allocated to their faculty for library books, while 33% are not aware of the guidelines and procedures. About 72% are aware of the procedures to acquire books, while 28% of the respondents are not aware of the procedure. On the selection of books for the library, 81% of respondents are aware of the procedure to select library materials, and only 19% are not aware of how to select library books.

However, 81% of the respondents re not aware of the policy on collection development; only 19% indicated that they are aware of the policy. This situation is worrisome, because the faculty members are expected to know this policy - it is the guideline for selecting and acquiring library resources.

Furthermore, 83% of the staffs are not aware of the evaluation of collections of library materials, and only 17% of the respondents indicated that they are aware of it. However, 94 % of respondents said that they are not aware of weeding or disposal of books from the library, and only 6% are aware of it.

4.2.3.2 How teaching staff became aware of the procedures and policies of collection development

The respondents were asked to indicate how they became aware of the guidelines or procedures of collection development. Table 5 gives further details below.

Table 4.2: How the faculty members became aware of the procedures and policies (N=136)

Awareness of procedures and policies	Yes	No
Faculty meeting	79 (53%)	57 (38.3%)
Subject librarians	57 (38.3%)	79 (53%)
Library website	7 (4.7%)	129 (86.6%)
University intranet	6 (4%)	136 (87.6%)
Colleague	28 (18.8%)	108 (72.5%)
Other source	0	0

The findings presented in Table 4.2 show that faculty meetings are the most popular avenue through which the teaching staff became aware of the policies; 79 (53%) of the respondents selecting the option. This was followed by subject librarians, which attracted 57 (38.3%) of respondents. The option ‘colleague’ came third with 28 (18.8%) respondents, while the library website came fourth with 7 (4.7%) respondents, and the university intranet was fifth with 6 (4%) respondents. There was no respondent who indicated other sources than those that were provided.

4.2.3.3 Awareness of the faculty or departmental library coordinator in collection development

The respondents were asked to indicate whether they are aware that the faculty or department has a library coordinator who is involved in the collection development of resources specific to their faculty or department. The respondents were further asked to state whether or not they have worked with a librarian in charge of their faculty or department. The findings are presented in Table 4.3.

Table 4.3: Library coordinator and worked with subject librarian involved in collection development (N = 149)

	Frequency	Percentage (%)
Library Coordinator		
Yes	94	63.1
No	14	9.4
Not Sure	41	27.5
Total	149	100.0
Worked with subject librarian		
Yes	93	62.4
No	56	37.6
Total	149	100.0

Table 4.3 reveals that 94 (63.1%) of the respondents indicated that their faculties/departments have a library coordinator, who is involved with collection development, 41 (27.5%) indicated that they are not sure whether or not their faculties have a library coordinator, and 14 (9.4%) do not know if the department or faculties have a library coordinator.

4.2.3.4 Working with subject librarians or any other librarians

Respondents were asked if they have worked with the subject librarian or any other librarians in order to procure electronic resource materials. The study revealed that 93 (62.4%) have worked with subject librarians, while 56 (37.6%) have not worked with subject librarians or any other librarian to procure electronic resources for the library.

4.2.3.5 The level of satisfaction with involvement in collection development activities

The level of satisfaction of the faculty members in the involvement of collection development might increase the selection and procurement of relevant and up-to-date electronic information resources for library. Therefore, this section presents the level of satisfaction with the faculty members' involvement in collection development. Figure 5 provides the findings.

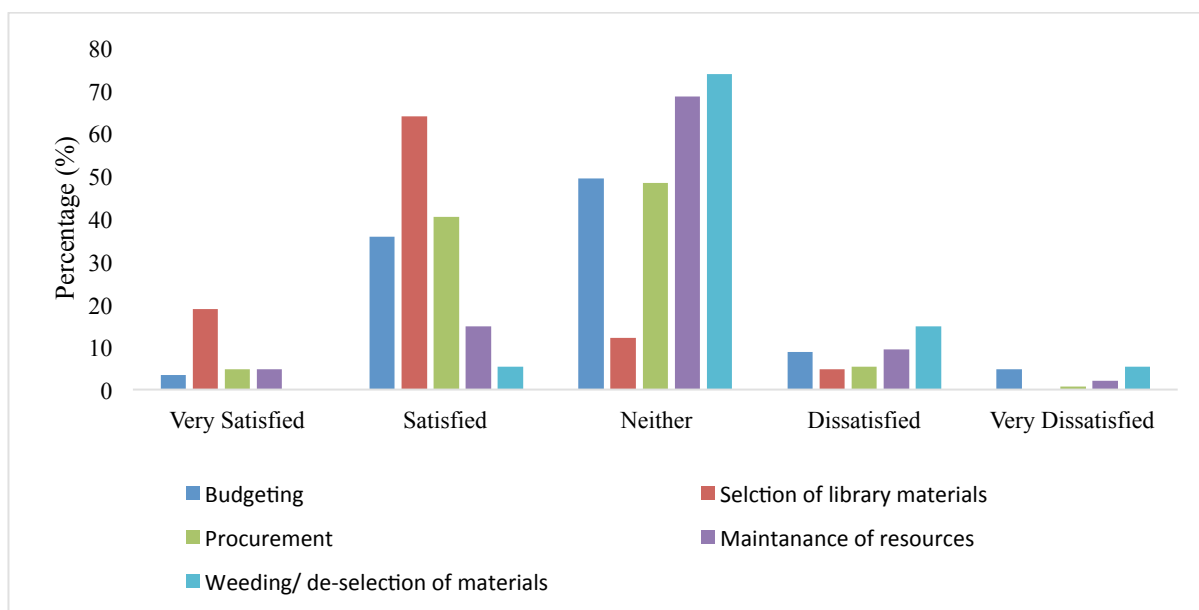


Figure 4.4: The level of satisfaction with members' involvement in collection development activities

Respondents were asked to state their level of satisfaction with their involvement in various collection development activities, namely: budgeting, selection of library materials, procurement, maintenance of resources, and weeding/de-selection of library resources. Figure 4.4 provides the findings. Given that budget is one of the important elements or resources in any university library, faculty members were asked to state their own level of satisfaction in their involvement with the collection development activities. Out of 149 faculty members, 5 (3.4%) respondents are very satisfied, 53 (35.6%) are satisfied, while 73 (49%) indicated that they are neither satisfied nor dissatisfied. However, 13 (8.7%) respondents are dissatisfied, and 4 (2.7%) are very dissatisfied with their involvement in the collection development activities. Furthermore, out of 149 faculty members, 28 (18.8%) are very satisfied, followed by 95 (63.8%) respondents who are satisfied, then 18 (12.1%) are neither satisfied nor dissatisfied, and 7 (4.7%) are dissatisfied with their own involvement in the selection of library materials. None of the respondents indicated that they are very dissatisfied.

When asked to indicate their level of satisfaction in their involvement in relation to the procurement of library materials, 7 (4.7%) out of 149 faculty members indicated that they are very satisfied, 80 (40.3%) are satisfied, 72 (48.3%) are neither satisfied nor dissatisfied, 8 (5.4%) are dissatisfied, and 1 (0.7%) are very dissatisfied with their involvement in the procurement activities.

Another finding indicated that out of the 149 respondents, nearly all the faculty members totalling 102 (68.5%) indicated that they are neither satisfied nor dissatisfied, 22 (14.8%) are satisfied, 4 (9.4%) are dissatisfied, 7 (4.7%) are very satisfied, and 3 (2%) indicated that they are very dissatisfied with the maintenance of library resources.

Figure 4 further displays that 110 (73.8%) of the respondents are neither satisfied nor dissatisfied, 22 (14.8%) are dissatisfied, 8 (5.4%) are satisfied, while 8 (5.4%) of the respondents indicated that they are very dissatisfied with the weeding of library materials. None of the respondents indicated that they are very satisfied with the weeding of resources.

4.2.3.6 Familiarity with collection development policy

Respondents were further asked to indicate whether they are familiar with the collection development policy of the UNAM library. The findings are presented in Figure 6 below:

Figure 4.5: Familiarity with the collection development policy (N = 149)

	Frequency	Percentage (%)
Yes	39	26.2
No	110	73.8
Total	149	100.0

Figure 4.5 shows that out of the 149 respondents, 110 (73.8%) indicated they are not aware of the University of Namibia library collection development policy; only 39 (26.2%) are aware of the policy for collection development.

4.2.3.7 Knowledge of the collection development policy at UNAM

The respondents were asked to rate the level of their knowledge about the collection development policy on a scale of highly knowledgeable, sufficient knowledge, limited knowledge, and not knowledgeable at all.

Table 4.4: Satisfaction rate of knowledge with collection development policy (N = 149)

Aspects of CDP	Highly Knowledgeable	Sufficient Knowledge	Limited Knowledge	Not knowledgeable at all
Ordering books for the library	6 (4%)	48 (32.2%)	73 (49%)	22 (14.8%)
Selecting books for the library	12 (8.1%)	75 (50.3%)	41 (27.5%)	21 (14.1%)
Collection evaluation of library books	0	15 (10.1%)	85 (57%)	49 (32.9%)
Weeding books from the library	0	7 (4.7%)	81 (54.4%)	61 (40.9%)

The responses in Table 4.4 indicate that most respondents have limited knowledge about the collection development policy. This aspect was indicated by 85 (57%) of respondents. The weeding of books from the library was the second aspect in which most respondents exhibited limited knowledge with 81 (54.4%). The selection of books for the library was the third with sufficient knowledge, attracting 75 (50.3%) respondents. However, 73 respondents (49%) have limited knowledge about ordering books for the library by the faculty members who participate in collection development policy.

4.2.3.8 Knowledge on what the collection development policy entails

Respondents were further asked to indicate if they know what the UNAM library's collection development policy entails. The question was posed in view of the fact that it is crucial for faculty members to know what the collection development policy covers, because this document is the tool for guiding all collection development activities related to planning, budgeting, selecting, as well as acquiring library materials.

Table 4.5: What the collection development policy entails (N = 149)

	Frequency	Percentage (%)
Yes	23	15.4
No	54	36.2
Don't know	72	48.3
Total	149	100.0

In terms of their knowledge on what the collection development policy entails, Table 8 shows that out of 149 respondents, 23 (15.4%) indicated that they know what the collection development policy entails, 54 (36.2) said that they do not know what the collection development policy entails, and a majority of the respondents 72 (48.3%) do not know what the collection development entails.

4.2.3.9 An outline of what collection development policy entails

The follow-up question sought to ask the respondents to briefly outline what the collection development policy entails. According to a majority 89 (59.73%) of the respondents, the collection development policy covers the principles used by the University of Namibia library in the selection, acquisition, evaluation, and maintenance of information resources in electronic, print, and non-print form. Furthermore, the collection development policy includes the description of user needs, an overview of what is collected to meet those needs, who on the library staff collects what, and it is a very detailed subject breakdown of what is regularly added. It was also indicated that some 60 (40.26%) of the staff members do not know what the collection development policy entails, but only a few of them.

4.2.3.10 The importance of the collection development policy

The respondents were asked to indicate the importance of the collection development policy for the library on a scale of “very important” to “not important at all”.

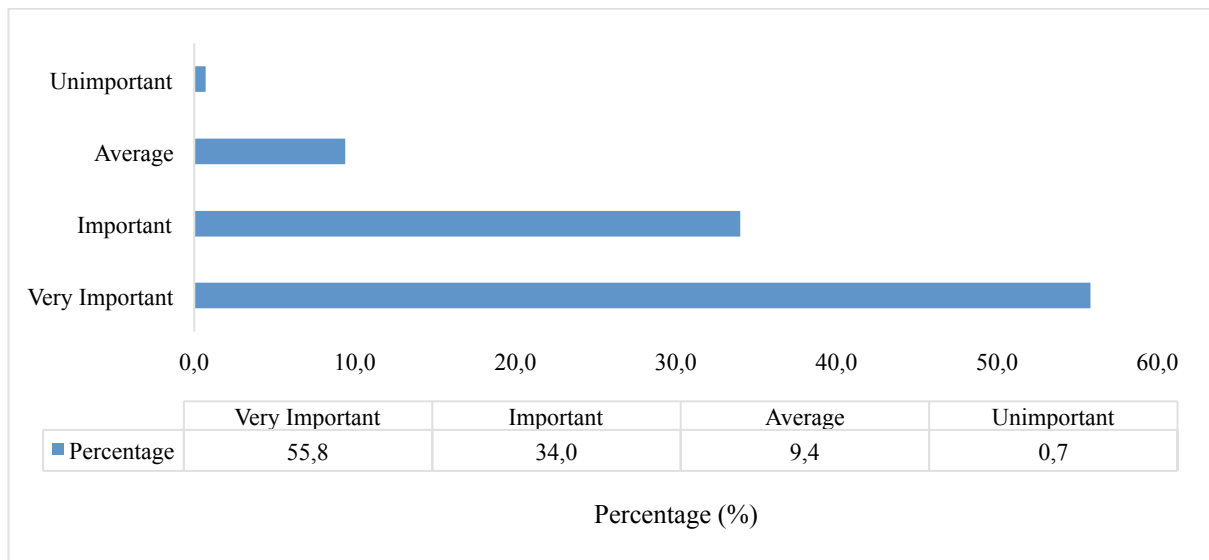


Figure 4.6: Importance of the collection development policy

Out of the 149 respondents, 82 (55.8%) of the faculty members indicated that the policy is very important for the library, 50 (34.0%) indicated that the policy is important, while 14 (9.4%) said that it is averagely important, and 1 (0.7%) respondent rated the policy as unimportant

4.2.3.11 Frequency of involvement in collection development processes

The researcher sought to determine how frequent the respondents are involved in the collection development processes at the UNAM library. Figure 8 presents the data below:

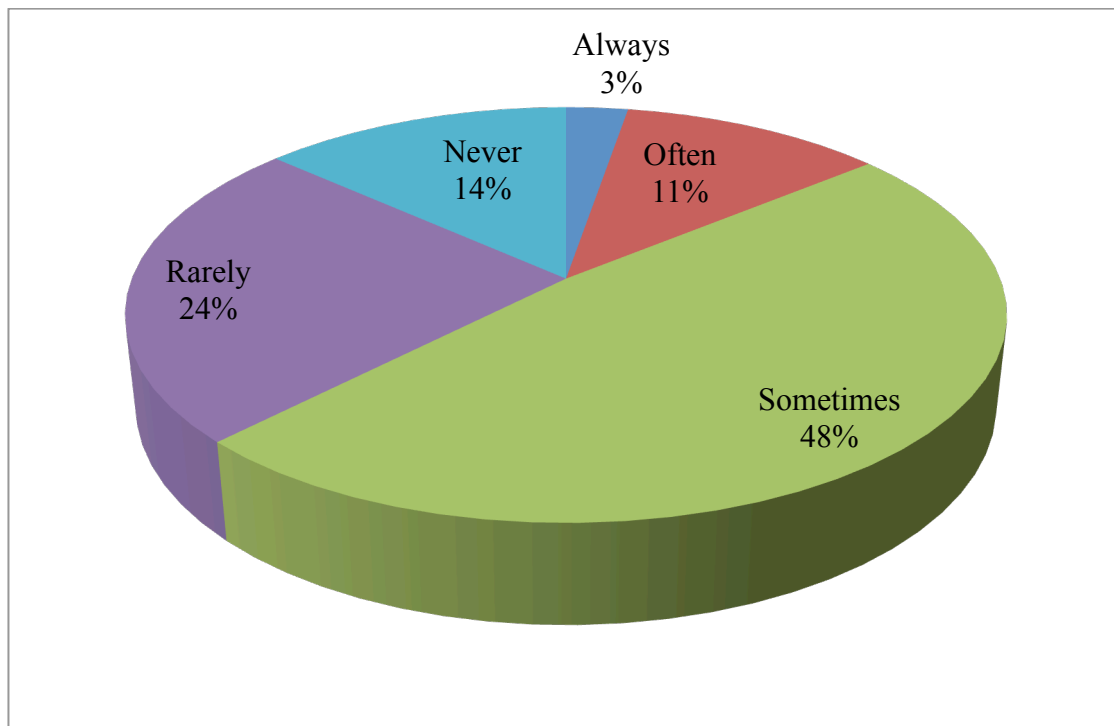


Figure 4.7: Frequency of involvement in the collection development process

The findings indicated that 72 (48%) respondents are only involved sometimes in the collection development process, 36 (24%) rarely, 20 (14%) had never been involved in collection development processes, while 17 (11%) respondents are often involved, and only 4 (3%) indicated that they are always involved in the collection development processes.

4.2.4 The role of ICT in collection development

The following section summarises the role of ICT in collection development activities by the faculty members. The section also summarises the frequency of ICT use for selection, and the satisfaction with ICT used in collection development activities.

4.2.4.1 Awareness of ICT systems used in collection development activities

The respondents were asked to indicate whether they are aware that ICT can be used in collection development in terms of the following: weeding, collection evaluation, selection, and acquisition of information resources.

Table 4.6: Awareness of ICT in collection development activities and electronic selection tools (N=149)

Awareness ICTs	Frequency	Percentage (%)
Yes	81	54.7
No	67	45.3
Total	148	100.0

e-selection tools		
Yes	101	68.2
No	47	31.8
Total	148	100.0

Table 4.6 above shows that that out of 149 respondents, 81 (54.6%) respondents indicated that they are aware that ICT systems can be used in collection development activities, while 67 (45%) stated that they are not aware that ICT systems can be used in collection development.

4.2.4.2 Electronic selection tools

The researcher wanted to find out if respondents have used the electronic information selection tools when selecting library materials. The results indicated that 101 (68.2%) of

respondents use electronic information selection tools such as publishers' website, internet, book vendor's website, UNAM library webpage (OPAC), and the booklist from vendors to select relevant library materials. Only 47 (31.8%) do not use electronic selection tools.

4.2.4.3 Frequency of ICT usage in collection development

The researcher sought to find out how frequent the faculty members used ICT to conduct collection development activities at the UNAM library. Table 9 provides the findings below:

Table 4.7: Frequency of ICT usage in collection development (N=149)

ICTs used	Always	Often	Sometimes	Rarely	Never
Selection of library materials	12 (8.1%)	21 (14.1%)	69 (46.3%)	25 (16.8%)	22 (14.8%)
Evaluation of resources	7 (4.7%)	6 (4%)	23 (15.4%)	29 (19.5%)	84 (56.4%)
Weeding/de-selection of materials	4 (2.7%)	2 (1.3%)	4 (2.7%)	25 (16.8%)	113 (75.8%)

Table 10 shows that a majority - 69 (46.3%) of faculty members sometimes use ICT systems to select library materials, while 84 (56.4%) respondents never used ICT to select library resources. However, 113 (75.8%) of the respondents have never used ICT to weed or de-select library resources. This implies that more respondents do not use ICT to evaluate and weed library materials.

4.2.4.3 Level of satisfaction with ICT in collection development

Respondents were further asked to rate their level of satisfaction with the use of ICT in collection development, specifically in terms of their use in the selection of materials, evaluation of resources, and weeding or the de-selection of library materials. Table 11 presents the responses.

Table 4.8: Level of satisfaction with ICT used in collection development (N=149)

Level of satisfaction with ICTs	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Selection of library materials	15 (10.1%)	85 (57%)	35 (23.5%)	9 (6%)	5 (3.4%)
Evaluation of resources	9 (6%)	27 (18.1%)	73 (49%)	2 (14.8%)	18 (12.1%)
Weeding/de-selecting library materials	5 (3.4%)	3 (2%)	99 (66.4%)	19 (12.8%)	23 (15.4%)

The respondents had to rate ICTs used in collection development on a scale ranging from “very satisfied” to “very dissatisfied”. From the sample studied, 85 (57%) find the use of ICT systems in the selection of library materials satisfying, 73 (49%) do not find it neither satisfying nor satisfying and 99 (66%) indicated that they were neither satisfied nor satisfied with the ICT systems used in weeding library materials at the UNAM library. These results imply that most respondents are neither satisfied nor satisfied with the ICT systems used in the collection development activities at the University of Namibia Library.

4.2.5 Factors that influence successful collection development

Respondents were asked to indicate in the order of priority the factors that influence or can influence the success (or lack thereof) collection development activities at the UNAM library. The summary in Table 12 provides the list of priorities that influence the collection development activities.

Table 4.9: Factors that influence collection development activities (N=146)

Factors that influence collection development activities	Frequency		Percentage (%)	
	Yes	No	Yes	No
Budget allocation for e-resources	141	5	94.6	3.4
Contents of communication between faculty and librarians based on a different understanding of the roles	130	16	87.2	10.7

Selection of materials	133	13	89.3	8.7
Collection development policy	122	24	81.9	16.1
Ordering materials	135	12	91	8.1
Functions of the collection development	121	25	81.2	16.8
Collection evaluation	125	21	84	14.1

It is evident in Table 12 that the budget allocation for e-resources is one of the factors that greatly influence collection development activities; it recorded the highest response rate of 95%, followed by ordering of materials (91%), and the selection of material with 89% respectively. Furthermore, collection evaluation is the only factor that has a least impact on the collection development activities.

4.2.5.1 Awareness of budget allocation by the library

For a library to meet its aims and objectives in line with the strategic plan of the organisation, there must be adequate budget allocation to enable the library to purchase library resources, paying staffs, and purchasing other equipment. Respondents were asked if they are aware of the budget allocated to their faculty or department to acquire library materials, and if they know how much is allocated. Table 13 presents the data below:

Table 4.10: Awareness of budget allocation and sufficiency (N=149)

Budget Allocation	Frequency	Percentage (%)
Yes	81	54.4
No	68	45.6
Total	149	100.0
Sufficiency of budget allocation		
Yes	8	8.1
No	91	91.9
Total	99	100.0

The findings show that a majority of respondents 81 (54.4%) are aware of the budget allocated to their faculties, whereas 68 (45.6%) are not aware of the budget allocated to their faculties to purchase library materials.

4.2.5.2 Amount of budget allocated to faculties in 2016

A follow up question was asked to respondents to find out if they know how much was allocated to their faculties. A majority of 146 (98%) respondents do not know how much was allocated; only 3 (2%) of the respondents know about the budget allocated to their faculties. This is an indication that respondents do not know how much is allocated to their faculties in various information resources.

4.2.5.3 Sufficiency of allocated budget

Respondents were further asked to express their opinion on whether the budget allocations is sufficient to acquire electronic information resources for the library. As shown in Table 12, a majority of 91 (61.1%) respondents indicated that the budget allocations is not adequate, while eight of the respondents indicated that it is sufficient, and 50 (33.6%) respondents did not respond to the question.

4.2.6 The role of faculty members and librarians in collection development

On this question, respondents were asked to indicate what they thought their roles are in collection development at the university. A majority of the respondents stated that their roles include: the selection of library materials to support their curricular and research needs, while some mentioned that they communicate regularly with subject librarians, evaluated library resources, as well as conducting trial evaluation of online databases.

Other respondents mentioned that they advise the library on the resources they need to deposit, or donate material that could be of use, they are involved in the library collection development activities, and they build a strong collection for their students. Additionally, they mentioned that they provide the course outline of their subjects to the subject librarians, in order for them to order library materials, therefore enriching collections. According to the faculty members, they are the experts in deciding what materials are required for their programmes.

In addition to the roles of the faculty members, they stated that they initiate requests for book orders and journals, and they give them to the librarians representing their faculty. Finally, some faculty members suggested that they should be involved in the selection of library resources.

4.2.6.1 The importance of the role of faculty members in collection development

The researcher asked the respondents to rate the role of the faculty members in collection development. The results are presented in Table 9 below:

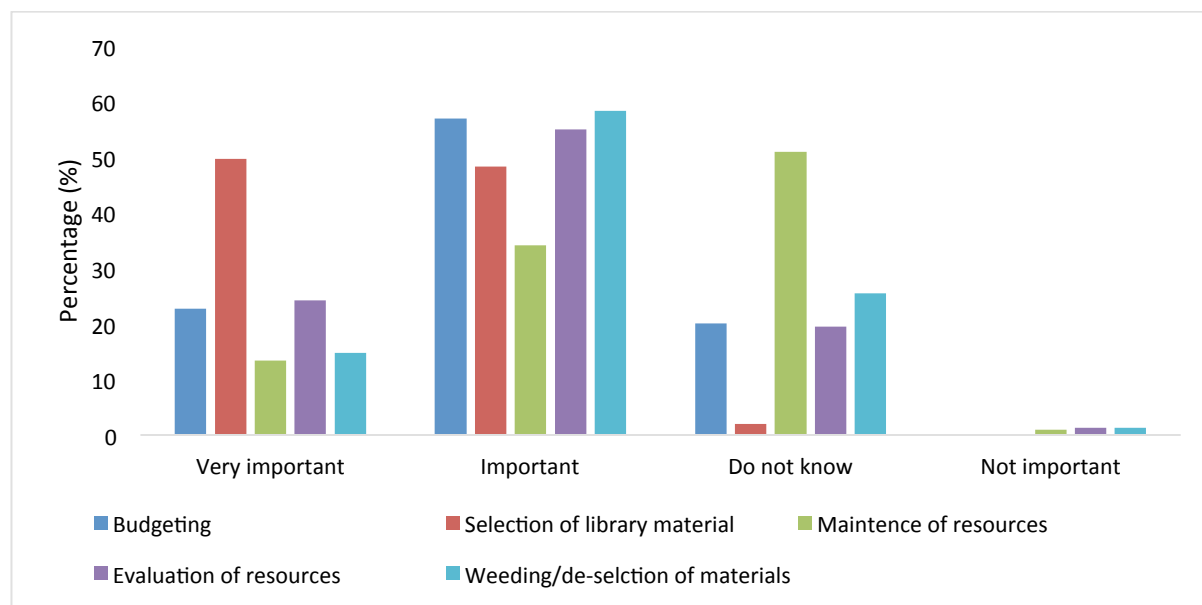


Figure 4.8: The role of faculty members in collection development.

Figure 4.8 shows that 57 % of the respondents acknowledge that the faculty members play an important role in budgeting, while 48.3% reported that their role is very important in terms of selecting relevant materials for the library. Another 51% of the respondents did not know whether they can play role in terms of maintaining resources in the library or not, 55% indicated that their role in evaluating collections is important, and the last 58.4% of the respondents also agreed that weeding or de-selection constitutes an important role for faculty members.

Table 4.11: Rating the role of faculty members in collection development

Rating the role of faculty members in collection development	Very important	Important	Don't Know	Not important
Budget	34 (22.8%)	85 (57%)	30 (20.1%)	0 (0%)
Selection of library materials	74 (49.7%)	72 (48.3%)	3 (2%)	0 (0%)
Maintenance of resources	20 (13.4%)	51 (34.2%)	76 (51%)	2 (1.3%)
Evaluation of resources	36 (24.2%)	82 (55%)	29 (19.5%)	2 (1.3%)
Weeding/deselection of materials	22 (14.8%)	87 (58.4%)	38 (25.5%)	2 (1.3%)

4.2.7 Challenges in collection development processes and activities

The researcher sought to determine the challenges that the respondents face when selecting electronic resources. The findings reveal that the major challenge experienced by respondents is a lack of catalogue (79 or 53%); 66 (44.3%) mentioned that they are not sure which publisher offers e-resources; 53 (35.6%) reported that they have a challenge with respect to a lack of a list of titles from vendors, and only 28 (18.8%) have difficulties with librarians who are not always available to help them. Lastly, when asked if there are any other challenges they face, the respondents listed the following challenges: poor internet connectivity, insufficient time to conduct a search on the internet and identify resources, and the lack of skills to use electronic tools to select e-resources.

4.2.7.1 Faculty members' ability to improve collection development

The researcher sought to establish whether respondents make suggestions on how the collection development activities can be improved at the UNAM library.

Table 4.12: Suggestions for collection development (N=149)

Suggestions for collection development	Frequency	Percentage (%)
Yes	39	26.2
No	110	73.8
Total	149	100.0

Table 15 shows that 110 (73.8%) of the respondents do not make suggestions, while 39 (26.2%) reported in the affirmation.

4.2.7.2 Consideration of faculty members' suggestions in collection development

Respondents were further asked how frequent their suggestions are considered to improve collection development practices on a scale of never, a few times, many times and always.

Table 4.13: Consideration of suggestions (N=42)

Consideration of suggestions

Never	3	7.1
A few times	33	78.6
Many times	3	7.1
Always	2	4.8
Total	42	100.0

Table 16 shows that 3 (7%) respondents reported that their suggestions are never considered, 33 (78.6%) indicated that the suggestions are considered sometimes, 3 (7.1%) respondents said that their suggestions are considered many times, and lastly, 2 (4.8%) respondents indicated that their suggestions are always considered.

4.2.7.3 Why some faculty members do not provide suggestions for the selection of library e-resources

A follow-up question was asked to respondents who indicated that they have never make any suggestions. The aim of the follow-up question was for the respondents to state the reasons they do not make any suggestions to improve collection development activities at the UNAM library. According to the respondents:

- There are no platforms to discuss such issues.
- They are not involved in the discussions.
- There is no information/awareness pertaining to such issues.

- The matters are resolved before the discussions.
- They have never experienced any challenges in collection development.
- There is no policy for such collection development activities.
- No consultation was made concerning the selection of electronic information resources.
- Librarians are not supportive enough.

4.2.7.4 Recommendations to improve collection development activities at UNAM

Respondents were asked to give their recommendations on what should be done to improve the collection development activities of electronic resources development at the University of Namibia library. Acquiring relevant materials to support curriculum and research needs was one of the aspects that were recommended. The involvement of academics and communication between the lecturers and librarians should be strengthened, and awareness initiatives on collection development activities should be setup. Furthermore, the respondents suggested that the catalogue for e-resource materials should be availed to lecturers for them to select materials, and e-resources selection tools should not be limited. It was also recommended that publishers should exhibit their work (books) to satellite campuses, and that faculty members should be more actively involved in collection development activities.

In addition to the recommendations by the respondents, student computers in the library should be increased, so that students can maximise the use of e-resources; and the library should organise a regular meeting on the progress of collection development activities to inform the staff on the policies and their roles. Furthermore, the internet connectivity should be strengthened, marketing strategies of e-resources should be improved, and the budget allocation of resources mostly on e-resource acquisition should be improved. Furthermore librarians should assist users where need be; there is a need to assess users who do not use allocated resources, and librarians need to visit their representative faculty members to discuss collection development activities. Library education need to be done on a regular basis with staff members and students, and the library should collaborate with international universities. There is a need to utilise-resource and updates on what is new on the activities need to be frequently communicated. Furthermore, more training on the selection of e-resources materials is required from librarians with the staff members and students. Finally, subject librarians need to be visible, e-resources procedures should be simplified, and finally, the delay in the process to received ordered books should be resolved.

4.3 SECTION B: FINDINGS BASED ON THE DATA COLLECTED FROM THE LIBRARY STAFF

The subject librarians and university librarian were interviewed using the semi-structured interview schedules (Appendix 6). Two different sets of interview schedules were prepared specifically for the university librarian and the subject librarians respectively. Out of the 23 interviews that were conducted, one (1) was with the university librarian, and 22 were with the subject librarians. Of the 23 interviews carried out, only 16 interviews were successful, while 7 participants were not available for appointment schedules. In total, this gave a response rate of 69.56%.

4.3.1 Participants' demographic information

In this section, the researcher was interested to know the demographic information of participants in terms of the UNAM campuses of the participants, faculty, qualification, age, gender, year of working in the library and information sector, as well as years of experience in the current position.

4.3.1.1 Campus

With regard to their campus of work, the participants were distributed as follows: seven (43.75%) are from Windhoek main campus, two (12.5%) are from Neudamm, and one (6.25%) is from Ogongo. The study selected one participant from each of the campuses, so: Sam Nujoma campus one (6.25%), Hifikepunye Pohamba campus one (6.25%), Rundu campus one (6.25%), Jose Eduard Dos Santos campus one (6.25%), Katima Mulilo campus one (6.25%), and the Southern campus one (6.25%).

4.3.1.2 The faculty of the participants worked and their qualifications

In terms of the faculty in which the subject librarians represent, four (25%) are from the Faculty of Agriculture and Natural Resources, four (25%) from the Faculty of Education, one (6.25%) from the Faculty of Science, one (6.25%) from the Faculty of Law, three (18.75%) from the Faculty of Humanities and Social Sciences, one (6.25%) from the Faculty of Economics and Management Sciences, and one (6.25%) from the Faculty of Engineering and Information Technology, and one (6.25%) participant is the library director. With regards to their qualifications, four (25%) of the participants have a master's degree, while the twelve (75%) participants have an honours degree in Library and Information Science.

4.3.1.3 Age group

The ages of the participants were as follows: six (37.5%) of the participants are between the age of 36 and 40 years, and three (18.75%) of the participants are between the ages of 31 and 35 years. Another four (25%) of the participants are between the ages of 46 and 50 years, two (12.5%) of the participants are between 56 and 60 years, and lastly, one (6.25%) of the participants are between the ages of 26 and 30 years.

4.3.1.4 Gender

Participants were asked to state the gender to which the results indicated that six (37.5%) of the participants are male and ten (62.5%) are female. As a result, a majority of the participants are female.

4.3.1.5 Length of working in the library and information sector

From the results of the study, it was established that a majority (31.25%) of the participants have been serving 1- 10 years at the university, seven (43.75%) of the participants have been working in the Library and Information sector for 11-20 years, two (12.5%) of the participants have been working in the Library and Information sector for 21-30 years, and lastly, two (12.5%) of the participants have been working in the library and information sector for 31-40 years.

4.3.1.6 Years of work experience at the UNAM library

Fifty percent of the participants have experience ranging between 1 and 5 years, four (25%) of the participants have an experience ranging between 11 and 15 years, two (12.5%) of the participants have work experience ranging between 6 and 10 years, one (6.25%) of the participant have experience ranging between 16 and 20 years, and lastly one (6.25%) participant have an experience of less than a year in his position during the time of the study.

4.3.2 Collection development procedures and policies

In this section, several questions were asked to participants about the collection development procedures and policies at the University of Namibia library, especially when it comes to electronic resources.

4.3.2.1 Responsibilities in collection development activities

The researcher wanted to establish the various responsibilities carried out by participants in the collection development activities. All participants indicated that they are responsible for a variety of collection development activities at their university, faculty, and departments, which includes core duties such as: collection development, distribution of book catalogues in both print and electronic or online to faculty members, reference services, information and

literature searches, electronic database evaluations, faculty liaison such as requesting order lists from the lecturers, and submitting order lists to the Technical Services Department. All the participants also mentioned that the dissemination of the book budget to the faculty, attending faculty board meetings, providing book status reports to individual teaching staff, updating prescribed textbook stock level chart, as well as weeding materials is part of their responsibilities. One of the key participants mentioned that he has the overall responsibility to provide strategic leadership to ensure that the collection development and management is aligned with the University of Namibia curricula and research priorities.

4.3.2.2 Collaboration with faculty members

The researcher further asked participants whether they collaborate with the faculty members regarding collection development activities. All participants reported that they do collaborate with their faculty members of their faculties or departments in collection development activities at the university. All the participants also mentioned that they collaborated especially on budget allocation to the faculty, and the distribution of book catalogues. One of the key participants stated that he collaborates with faculty members in collection development at a strategic level; subject librarians engage directly with faculties and the academic department.

A follow up question was asked to determine which faculty members work with the participants on collection development, so Question 9 (60%) of the participants indicated that they work with the Heads of departments and Deans of faculties, whereas six (40%) participants stated that they work with individual faculty members from their respective faculties. The university librarian mentioned that he mostly works with the Deans and Heads of Department at a strategic level.

4.3.2.3 Frequency of conducting user the needs analysis

A question was asked to find out if participants conduct user needs analysis for their faculties. In this question, ten (63.7%) of the participants indicated that they have conducted the analysis, whereas five (31.25%) of the participants indicated that they often conduct the user needs analysis. One participant stated that he does not conduct the user needs analysis, because mostly deal with issues at the strategic level issue. Those who indicated that they do not conduct the user needs analysis gave reasons such as the shortage of staff and insufficient time to do it.

4.3.2.4 The purpose of conducting the user needs analysis

Participants were asked a follow-up question about the purpose of conducting the user needs analysis for the UNAM library. Only five out of sixteen of the participants stated that when they conduct the user needs analysis, they wanted to know the research areas of their faculty members, the gap that exists in the collection development, materials to collect, establish research needs of the faculty members, to know where they can assist, and to establish needs of the faculty members. The University Librarian indicated that the purpose of conducting user needs analysis is to ensure acquisition of relevant, adequate, and up-to-date information resources and services.

4.3.2.5 Challenges experienced when conducting user needs analysis

Participants were further asked to gauge whether library staff experiences any challenges when they are conducting the user needs analysis. Some (31.25%) of the participants indicated that it has been a constraint to them, due to the shortage of staff, and insufficient time to carrying it out. The participants said that the major problem is that subject librarians feel burdened because there is only one subject librarian responsible for each faculty. One participant indicated that the challenges they experience is insufficient time by faculty members to actively participate in the assessment of their information needs. Most (62.5%) of the participants have not experienced any challenge, because they stated that they do not conduct the user needs analysis for their faculty.

4.3.2.6 Collection development policy

Participants were asked to state if they have a collection development policy in place at the University of Namibia library. According to the data, fourteen (87.5%) of the participants indicated that there is no collection development policy in place, but only the draft document that is not endorsed by the management, while two (12.5%) of the participants acknowledged that a collection development policy exists, which they turn to for guidelines and procedures to acquire and select electronic resources.

4.3.2.7 Collection development of electronic resources in the policy

A follow up question was posed to the participants on whether the draft policy addresses the issue of collection development for electronic resources. One of the participant, who said that there is no policy, agreed that a draft policy exists, all participants stated that the draft policy indeed addresses collection development of e-resources. Specifically, all participants agreed that the following issues are aptly captured in the draft policy: acquisition, selection, and evaluation of electronic information resources has been addressed in the draft policy of

collection development. The university librarian stated that the policy does not adequately address the collection development of electronic resources. There are implications when a draft policy does not adequately address the collection development of electronic resources; the policy may not serve its purpose if it does not address all formats of the collections of the library.

4.3.2.8 Guiding principles for the collection development of e-resources

Participants were further asked to express their opinion regarding the guiding principles for the collection development of electronic resources. Out of the fifteen participants, one participant stated that accessibility is one of the guiding principles for the collection development of e-resources; two participants mentioned content as one of the guiding principles; four participants stated the guiding principle is based on how current the source is; one participant mentioned authority over the source; and one participant stated that the collection development policy gives good guiding principles. One participant stated that she is not familiar with the guiding principles for the collection development of e-resources, while four participants stated that the policy guiding principles is not available. Other aspects that were listed as guiding principles for collection development include: compatibility (reported by 3 participants), affordability (5), relevancy (2), and availability (1).

4.3.2.9 Participants' level of satisfaction level with the principles and guidelines

The participants were asked to rate their satisfaction with the principles and guidelines of collection development of electronic resources. The findings disclose that all the participants are satisfied with the principles and guidelines for the collection development of electronic information resources at the UNAM library.

4.3.2.10 Frequency of revising collection development policy at the UNAM library

Participants were asked how frequent the collection development policy is revised at the UNAM library. The participants indicated that the policy is still a draft, and it is still being revised. When further prodded to state whether the draft policy requires revision, nine of the participants said that they are not aware if the policy needs to be revised, since it is at the draft stage. One participant stated that the frequency for review is not clearly set up, but it takes place from time to time.

4.3.2.11 Communication of the development policy content to library staff, faculty members and students

Participants were asked about how the content of the collection development policy is communicated to library staff, faculty members, and students. Fifteen of the participants

stated that the policy was communicated to them, and they are aware of the contents of the draft collection development policy. One participant stated that there is no clear communication strategies, except from the Library and Information Technology Committee (LITC) when it is reviewed.

4.3.2.12 Special consideration of e-resources in collection development

Participants were further asked to express their opinion on whether electronic resources should be given special consideration in the policy of collection development. All participants stated that electronic information resources should be considered in the policy. Participants further argued that electronic resources should be given special consideration because more users are increasingly switching to electronic resources. In addition, they stated that there is a need for guidance, so that only quality and credible electronic resources are collected and made accessible to users. This implies that most participants understand that electronic resources are important sources of information for the library.

4.3.3 The role of ICT in collection development

Several questions were posed to the library staff in terms of the application of ICT systems in collection development at the UNAM library and its constituents.

4.3.3.1 Type of ICT systems used for collection development

The participants were asked to state the types of ICT they use for collection development processes/activities, namely: selection, weeding, collection evaluation, and acquisition of resources. Nine participants stated that they use the Integrated Library System (ILS) called Sierra for collection development in terms of selection, weeding, collection evaluation and acquisition of information of resources. Some of the participants stated that they used internet, OPAC, and book vendors' website such as the Van Schaik bookshop. The other types of ICT that the participants use in collection development are: publisher's website, databases, as well as online catalogues.

4.3.3.2 Frequency of participant's use of ICT for collection development

Secondly, the participants were further asked how often they used the ICT systems that they identified above, and five of participants stated that they often use the ICT for collection development, while a similar number used the ICT daily. One participant stated that he uses ICT systems occasionally, two said they use it regularly, one said he uses it all the time, and another participant said he uses ICT frequently.

4.3.3.3 Satisfaction rate of using ICT in collection development

Participants were asked to rate their level of satisfaction with the use the ICT in collection development from selection to weeding, and they gave the following responses: eleven (73%) stated that they are satisfied, two (13%) stated that they are very satisfied, and one (7%) participant levelled his satisfaction as average.

4.3.3.4 Effectiveness of SIERRA in the Management of collection development

The participants were asked to rate the effectiveness of the Integrated Library System (SIERRA) in the management of collection development activities at the University of Namibia. This question was asked to determine if the SIERRA system was effective in all components of collection development activities. Eight (50%) participants stated that the system is effective, five (33.25%) stated that it is very effective, one (6.25%) participant stated that do not know, and one (6.25%) of the respondents stated that it is not effective. The university librarian stated that the Integrated Library Management System (Sierra) is very effective in the management of the collection development activities at the UNAM library, but there is limited expertise to fully exploit its potential.

4.3.3.5 How ICT can be used to weed and evaluate electronic resources

Participants were asked to state how ICT can be used in the weeding and evaluation of electronic resources. The participants responded as follows: six of the subject librarians stated that ICT can be used to weed out library materials (for example stock taking, and materials that should be withdrawn from the shelves), while five of the subject librarians stated that they use ICT to evaluate electronic resources (for instance usage statistics, vendor performance and activities, vendor statistics, sending emails for claims/cancel of outstanding orders). Another five of the subject librarians stated that they use ICT to increase electronic resources usage, and to update records. This implies that ICT has made it possible for library staff to know the usage statistics of electronic information resources; as a result, it is much easier to know which resources are often used and those that are not used, and it helps with the evaluation of library collections.

4.3.3.6 Selection tools to select library materials

Participants were asked to state the selection tools they use in selecting both electronic and print library materials; the participants gave the following responses: eight use catalogue (online and print catalogue), five use the internet, one uses publisher websites, whereas two use the book exhibition from vendors. This data can be interpreted that a majority (50%) of

the participants use catalogue (online and print catalogue) as a selection tool, which is more commonly used than other tools at the UNAM library.

A further question was asked to participants on whether the selection tools they use are easily accessible to teaching staff who are involved in the selection of library materials. The participants' responses were as follows: thirteen participants stated that the selection tools are easily accessible, and three stated that the tools are not really easily accessible.

4.3.4 Factors that influence collection development at the UNAM library

In this section, the researcher wanted to find out if there are factors that influence the collection development activities at the University of Namibia library.

4.3.4.1 Selection and evaluation requirements to select and acquire electronic resources.

The participants were asked to indicate which selection and evaluation requirements the library staff normally use to select and evaluate electronic resource materials. Participants were required to prioritise the issues that are most likely to influence their decisions in the selection and evaluation of information resources. Technical requirements were given priority by three (20%) participants, content was considered a priority by eleven (73%) participants, and lastly, functionality and reliability were considered a priority by one (7%) of the participant.

In addition, technical requirements was given 2nd priority by one (7%) participant; supply was considered as 2nd in priority ranking by one (7%) librarian, content was given 2nd priority by three (20%) librarians, vendor support was given 2nd priority by four (27%) of the participants, and lastly functionality and reliability were given 2nd priority by seven participants.

The technical requirements was given 3rd priority by five participants, supply was considered 3rd in priority ranking by two participants, contents was given 3rd priority by one participant, vendor support was given 3rd priority by five participants, and lastly, functionality and reliability were given 3rd priority by two participants.

The technical requirement was given 4th priority by five (33%) participants. Supply was considered 4th priority by three (20%) participants, vendor support was given 4th priority by

one (7%) participant and functionality and reliability were given 4th priority by five (33%) of the subject librarians. Lastly, content was not given any priority by subject librarians.

The technical requirement was given 5th priority by one (7%) participant. Supply was given 5th priority by nine (60%) participants, contents was given 5th priority by 0 (0%) participants, vendor support was given 5th priority by five (33%) participants, and lastly, functionality and reliability were given 5th priority by 0 (0%) participants. The university librarian gave the following order of selection and evaluation, which subject librarians must select and acquire electronic resources according to priority: contents (relevance and comprehensiveness in coverage), functionality and reliability, vendor support, technical requirements and supply.

4.3.4.2 Licence agreement

Participants were asked to define the term licence agreement, and their responses were a mixture of ideas. Ten (62.5%) of the participants stated that it is an agreement between a user and provider of a resource, two (18.75%) of the participants stated that it is the acquisition of the right to use a resource by the provider, one (6.25%) of the participants stated that it is a contract between a user and provider of a resource, one (6.25%) of the subject librarians stated that it is the authority to use a resource given to the user by the provider, and finally one (6.25%) of the participant did not respond to the question. The university librarian defined licence agreement as an agreement between the supplier of electronic resources' package and the user constituency.

4.3.4.3 Vendor support for library in acquiring e-resources

Participants were asked to indicate if librarians get vendor support when acquiring e-resources in terms of the following: trial evaluation and product demonstration, user training and support, and bibliography data provision; the participants responded in the affirmative with fourteen (87.5%) of the participants saying 'yes', two (18.75%) participants were not sure if the library use receives vendor support.

4.3.4.4 Budget for collection development for faculties

In order for a library to meet its aims and objectives in line with the strategic plan of the organisation, there must be an adequate budget allocation to enable the library to purchase library resources, paying staff salaries, and to finance other equipment. The participants were asked how much is allocated to their faculty, and they gave the following responses: seven (43.75%) participants could not remember the amount allocated to their faculty and cannot find the document containing the budget allocated, two (12.5%) stated that the amount is

between N\$ 140 000 to N\$ 200 000, one (6.25%) stated that the amount is between N\$ 200 000 to N\$ 300 000, two (12.5%) stated that the amount is between N\$ 300 000 to N\$ 400 000, two (12.5%) stated that the amount is between the range of N\$ 500 000 to N\$ 600 000, and finally, one (6.25%) stated that the amount is above N\$ 800 000. One of the participants stated that the budget is allocated according to several criteria, including the costs of information resources in specific disciplines, the number of academic programmes, student enrolment, and previous ordering trends.

4.3.4.5 The difference or similarity of the current budget from the previous years' one

A follow up question was asked to participants to find out whether the current budget is similar or different from the previous year's budget. The participants gave the following responses: three (18.75%) were not sure if it is similar or different to the previous year's budget, seven (43.75%) stated that it is different, two (12.5%) stated that it is lower than the previous year's budget, two (12.5%) stated that it increased, and two (12.5%) stated that the budget is the same.

4.3.4.6 Sufficiency of the allocated budget allocated to cover electronic materials

Participants were additionally asked to state whether the budget allocated to their faculty is sufficient to procure electronic materials in 2016. The participants gave the following responses: three (18.75%) stated that it is sufficient, whereas thirteen (81.25%) of the participants stated that the allocated budget is not sufficient to cover electronic resources for their faculty. It is clearly indicated that the allocated budget constraints is the main reason why the University of Namibia library cannot acquire more electronic information resources.

4.3.5 The role of participants in collection development

On this question, participants were asked to indicate their roles in collection development at the university. They were also asked to indicate the selection tools used for selecting of library materials.

4.3.5.1 Participants' roles in collection development

The question on the participant's role in the collection development activities yielded the following results:

- Communicating regularly with the faculty members regarding the acquisitions of new books, and print and electronic resources (e-books and e-journals).

- Collaborating with the assigned departments to build and sustain an appropriate collection for the needs of the department and programme.
- Working more closely with faculty members to develop and strengthen the electronic resources of the UNAM library.
- Updating faculties on collection management and evaluation of information resources.
- Attending Faculty Board and Departmental Meetings.
- Providing feedback to the library on new programmes coming up in order to acquire more library materials.
- Liaising with the teaching staff on placing prescribed texts on Course Reserve.
- Engaging faculties and academic departments to solicit relevant information resources for orders.
- Alerting academic/ research about new publications.
- Providing feedback about new arrivals.

3.5.2 Frequency of communication about the process of collection development

Participants were asked to indicate how often they communicate to their faculty members about the process of collection development. They gave the following response: ten (62.5%) of the participants stated that they communicate daily, five (31.25%) stated that they communicate regularly, and one (6.25%) of the participant said at least three times a year to provide feedback about new acquisitions at the Library and Information Technology Committee (LITC).

Participants were asked how the teaching staff communicate the selection of library materials to the library. The participants gave the following responses: four (25%) participants stated that they use e-mails, two (12.5%) stated that they use a printed list, three (18.75%) stated that they use a printed list and e-mails, four (25%) stated that they use e-mail and verbal communication, and finally, three (18.75%) said they use e-mail and verbal communication such as face-to-face (visiting teaching staff in their offices), and the telephone.

4.3.6 Challenges in collection development

Guided by research question in Chapter One, the researcher wanted to identify the challenges that participants face in their duties with regards to collection development activities at the UNAM library. The study revealed that the participants face several challenges in the collection development activities. Their responses are as follows:

- **Collection development policy:** A 14 (87.5%) of the participants indicated that the development collection policy is one of the challenge that they face, which the UNAM library does not have in place. This creates many problems among the teaching staff and other library users, because they do not have a policy that can guide them on how to select, evaluate, weed, and acquire electronic resources for the library.
- **Selection of electronic resources:** Participants reported that the faculty members are too slow to select library materials, and that delay communicating the selected materials to the library staff, which further delays the process of acquiring library materials on time.
- **Ordering electronic resources:** The main challenge indicated by participants is the prepayment of electronic resources materials, because the library does not have a credit card to pay for electronic materials. They also stated that the process of receiving ordered library materials is very long; sometimes it can even take up to six months without receiving ordered titles.
- **Budget allocation:** The participants stated that they usually have a limited budget to acquire electronic resources such as: e-books, e-journals, and online databases.
- **Lack of cooperation by faculty members:** All participants indicated that there is the lack of cooperation by faculty members in the selection process of materials.
- **Weeding and collection evaluation:** All participants indicated that weeding and collection evaluation is not done systematically at the UNAM library.
- **Internet connectivity:** Another challenge that was mentioned by participants is the internet connectivity, which is too slow, disrupting the collection development activities at the UNAM library.

As a solution to the challenges mentioned above, the participants gave the following response: four (25%) recommended that the collection development policy should be endorsed, five (31.25%) suggested that the librarians and faculty members should work together, four (25%) of the librarians pointed out that there is a need for funds to be increased, and three participants (18.75%) stated that weeding and collection evaluation should be done collectively.

4.3.7 Problems experience in the application of ICTs in collection development activities

The participants were asked to state the problems they experience with ICT in the collection development activities. All participants cited the Integrated Library System (ILS) known as

Sierra as one of the problem in the application of ICT in collection development at the UNAM library. According to the participants, the system hampers various activities of participants like poor statistics on status reports, cancellation of book orders, monitoring funds available on the system, and claiming outstanding library materials from the suppliers. Another problem mentioned by participants is the slow internet speed, as this slows down the selection process of electronic information resources like bibliographic verification, and checking book prices. They also mentioned that it hampers access to the online catalogues and other online selection tools.

4.3.8 Summary of Chapter Four

This chapter dealt with data analysis and presentation of the data collected from the two different categories of respondents at the UNAM library. There were two methods of data collection that were used for the study, namely: interviews and questionnaires. The key data themes were in relation to the objectives of the study. The chapter presented data on key issues such as: demographic information, collection development procedures and policies, the role of ICT systems in collection development, factors that influence collection development, the role of faculty members and librarians in collection development, and challenges in collection development. The next chapter will discuss the findings of the study.

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the research findings of the study. These findings are also informed by extant literature, which addresses some of the key themes investigated in the study. The objective of the study is to investigate the collection development practices at the University of Namibia library (and its constituent branches) with special reference to the electronic resources. The results data analysis are presented in Chapter 4. The discussion of the research findings is made under the following headings:

1. To explore the collection development procedures and policies in place for electronic resources at the UNAM library
2. To investigate the factors that influence the collection development of information resources.
3. To assess the extent which teaching staff and subject librarians are involved in collection development at the UNAM library.
4. To discover the barriers to effective collection development of electronic resources at the UNAM library.
5. To determine the influence of the UNAM library budget allocation on the collection development of electronic resources.

5.2 Collection development procedures and policies

This section discusses the findings on the collection development procedures and policies in place at the University of Namibia library. It is important for every faculty members to be aware of the budget allocated to their faculties. Respondents were asked whether they are aware of the budget allocated to their faculty for collection development activities. The findings revealed that a majority (67%) of respondents are aware of the budget for books orders allocated to their faculty, only 33% are not aware of budget allocation. In a situation where respondents are not aware of their budget, it could mean that the faculties do not participate in the planning of how to spend within/according to their library allocation for the development of electronic resources.

The findings of this study regarding the awareness of the budget allocation is similar to Wittenbach's (2005) study, which revealed that faculty members are aware of the budgeted

amount for monographic purchases in their own area, and whom they can contact for concerns or for purchasing requests.

According to Okojie (2010), “every library should have a budget allocation for collection development in order to provide effective services”.

The findings of the study revealed that 72% of the respondents are aware of the procedures to acquire library materials. All faculty members are supposed to be aware of the procedures for the acquisition process, because teaching staff are the driving force of library resources. A study by Rahman and Darus (2004) on the awareness of the faculty about the collection development reported that only 25% of respondents are knowledgeable about the library liaison programme, while a majority 75% of respondents do not know about the existence of the programme, even though they have been teaching at the university for more than five years.

It could be that most of the respondents who indicated that they are not aware of the procedures for the acquisition of library materials are new faculty members at UNAM, and maybe they are not interested to select library materials for their students. Evidently, in order to achieve an effective acquisition process, library staff should be proactive, ensuring that all teaching staff is aware of the procedures and policies of acquiring library resources.

The results reveal that 81% of the faculty members are aware of the selection procedures and policies, whereas 19% of the respondents are not aware of the selection of library materials at UNAM. The findings of this study agree with Chaputula and Kanyundo’s (2016) study on the collection development policy at Mzuzu University library, which revealed that the selection of information resources at the specific library does not include all relevant stakeholders; the selection was initiated by library staff and supported by academic members of staff, whilst students, who form the biggest client base of the library, were left out.

This study confirms that the situation at Mzuzu University library is similar to that of the University of Namibia library, because according to the responses of the library staff, only they work with the academic staff, and not with the students regarding the collection development practices. Evidently, students are not involved in the selection of book titles and

other resources to build collections of the university library. Therefore, the selection of information material at the UNAM library is made by library staff, particularly subject librarians, in collaboration with academic staff members and the coordinator of the faculties. This logic implies that maintaining constant contact with students and academics in order to select library materials is also important (Kasalu, 2010).

The development of electronic information resources implies that the collection development policy needs to be reviewed from time to time to ensure access to wider of e-resources. This study disclosed that the most respondents (81%) at the UNAM library are aware of the selection policy, but not the collection development policy. These findings are similar to those of Rahman and Darus' (2004), who found that only 18.75% respondents know about the policy of one copy per twenty students (1:20) ratio for required reading titles, while 12.50% respondents know that the dean's approval is needed if the price per title exceeds RM1000.00.

Khan and Bhatti (2015) discovered that a vast majority of academic libraries in Pakistan do not have such a document to meet the challenges and community needs in a more effective manner.

White (1997) has addresses the formulation of collection development statement for electronic resources at Penn State Harrisbury libraries, suggesting more specific guidelines to be incorporated in the collection development policy for the selection of electronic information resources. The authors further listed the parameters for the selection of electronic information resources, such as relevance, redundancy, potential use of information, demand for the information, ease of use of the product, availability of information to multiple users, longevity of the information, cost of the product, predictability of pricing, equipment needed to provide access to the information, technical support, and availability of physical space needed to house and store the equipment.

The University of Namibia library has a draft policy on collection development, whose objective is to build a collection that provides, and anticipates for current and future learning, teaching, and research needs of the primary users, namely: students and staff in line with the mission of the university library. It is, however, concerning to note that the library does not have a functional and formal policy. Thus, Adekanmbi and Boadi (2008) advise that "*there is a need for the formulation of a collection development policy*" as part of library

administration and management. A collection development policy can indicate to library users the sort of materials that are available in a library, and what is not available in that library. It is worrisome that 81% of the respondents are not aware of the policy, because staff members not being aware of a policy may mean the policy does not exist, or it is not practical enough. Johnson (2009) concludes that a library without a collection development policy is like a business without a business plan.

It is worth mentioning that collection evaluation is also part of collection development activities. The study found that a majority respondents of 83% are not aware of the evaluation of their library collections, while only 17% of the faculty members are aware of the collection evaluation of materials. According to Kasalu (2010), collection evaluation is important for the library resources, because it is impossible to build a balanced, relevant collection of resources unless the strengths and weakness of the current collection are known. The fact that a majority of respondents are not aware of the collection evaluation means that there can be a hinderance in the effectiveness and efficiency of collection development activities.

The weeding process forms an integral part of the maintenance of an active, academically useful library collection. The study found that 94% of faculty members are not aware of weeding or the disposal of books from the library, and only 6% of the faculty members are aware of the weeding process. Kasalu (2012) explains that although weeding is an important process, as it helps to ensure that collections are up-to-date, and they meets the needs of its users. However, this study revealed that the libraries that were sampled in this study do not weed their collection as frequently as it is required.

Chaputula and Kanyundo (2016) found and commend of the fact that the Mzuzu University library is practical about weeding information. If other libraries can be practical about the weeding process, then all subject librarians should have the obligation to regularly undertake the process in collaboration with the academic departments, in order to weed out resources as those that are outdated, and to improve the general appearance of the library. Thus, weeding is necessary for any libraries to ensure that the collection is useful and accessible to users.

Respondents were also asked to indicate whether the faculty or department has a library coordinator attached to them for performance collection development of resources pertaining

to the respective faculty or department. 63.1% of the respondents indicated that their faculties or department have a library coordinator, while 36.9% are not sure if their department or faculties have a library coordinator who is involved in collection development. 63.1% respondents being aware of the existence of a library coordinator is a positive result because when the faculty has a coordinator, staff members have an opportunity to select and suggest the most relevant books for their subjects. According to Jenkins (2005), the teaching staff possesses more knowledge regarding their subject areas, and they are generally more effective, efficient, and economical in their selection of what is required in the library - hence the need for cooperation between the library and faculty.

The study sought to investigate if subject librarians collaborate with faculty members in collection development at the UNAM library. The study revealed that participants do collaborate with their faculty members or departments in collection development activities. White (2004) exclaims that librarians in the academic settings rely on the input of the faculty to build collections in order to meet current research needs, curricular content, and changing and emerging disciplines. It is encouraging to note that all the library staff who participated in this study collaborate with the teaching staff, particularly on the issue of the budget allocated to the faculty, and the selection of information resources.

Khan (2010) observed that librarians solicit advice from the faculty members, particularly in the area of selection of materials. The author also found that the library communicates with faculty members about selection decisions, and solicits input from the faculty. Although most of the library staff indicated that they collaborate with the teaching staff by informing them about the budget, 33% of faculty members are not aware of the budget. This is contradictory, and it can be attributed to poor communication between faculty members and the library staff.

Part of the objectives of the study was to investigate whether faculty members work with subject librarians or any other librarian to procure electronic resources. In this regard, the study revealed that 60% of the subject librarians work with the head of the academic departments and deans, while 40% of subject librarians work with individual faculty members from their respective faculties or departments. This situation could possibly remedy the contradiction that the librarians communicate with faculty members when a majority of faculty members are not aware of the budget or the process of acquiring books.

As in most organisations, most of the communications go to the high offices such as those of the deans and heads of departments, and not to the rest of the staff. This process sometimes leads to a situation where heads of units are aware of procedures and the related budget but the rest of the staff are not informed. It is of concern to the researcher that none of the subject librarians indicated that they work with students in the collection development activities. This is an indication that students are not involved in the suggestions for titles to build library collections of their university library. However, apart from faculty members and subject librarian's participation in the selection process, another important group is the students (more particularly the post-graduate students) who can participate actively in the collection development of library materials. In addition, one of the library staff indicated that the library staff collaborates with faculty members in collection development at a strategic level, while subject librarians engage directly with faculties.

It was encouraging to note that a majority of the teaching staff affirmed that they collaborate with subject librarians in collection development. One of the most important officers of the library is the subject librarian. Subject librarians are *"responsible for selecting materials, managing a collection, and providing bibliographic instruction, reference services, and outreach to users in a specific academic discipline or field of study"* (Johnson 2014:523). Subject librarians are very vital when it comes to collection development. The study found that 62.4% of the faculty members work with their subject librarians for purposes of collection development, while 37.6% responded that they do not work with subject librarians or any other librarian to procure electronic resources of the library. Thus, it is important for faculty members to engage the subject librarian, and to ensure that the needed materials are acquired for their teaching programme.

White (2004) concurs that university librarians rely on the input of the teaching staff's input to build collections that meet the current research needs, curricular content, and changing and emerging disciplines. From the interviews, the study found that all librarians collaborate with their faculty members at their faculties or departments in collection development activities. They also mentioned that they collaborate especially regarding the budget allocated to the faculty, the distribution of book catalogues, and whenever it is necessary to do so.

The assessment of users' needs at universities is essential when developing a collection development policy, guidelines, and standards for the library. In order to understand the status of needs assessment at the UNAM library, the study investigated the frequency that the

library staff conduct a user needs analysis; if yes, the purpose of conducting a user needs analysis; and lastly, the challenges the library experiences when conducting a user needs analysis. The study found that 67% of library staff have never done a user needs analysis, whereas only 33% of the participants indicated that they often conduct a user needs analysis. Those who indicated that they do not carry out the user needs analysis gave reasons such as the shortage of staff, and insufficient time to do so.

It is crucial for the subject librarians to conduct the user needs analysis for their different faculties in order to determine the information needs of their teaching staff. This can be done through analysis and surveys, although most of the information can be collected by studying the syllabus, departmental web pages, and current research projects, the curriculum vitae of the researchers and academics, as well as minutes of academic meetings

In terms of the exploration of why the library staff conduct user need analysis, the findings reveal that participants conduct the user needs analysis in order to establish the research areas of their faculty members, the gap in their collections, and to know where they can assist. The purpose of conducting a user needs analysis is to ensure relevant, adequate, and up-to-date information resources and services are acquired for the library. Therefore, an in-depth knowledge of the user needs assessment is the keystone to the effective collection development activities.

Finally, on the matter of needs analysis, the study found that the library workers face a number of challenges such as insufficient time for faculty members and even library workers to actively participate in the assessment of their information needs.

Khan (2015) found that user needs assessment in university libraries of Pakistan are influenced by various factors that include: the lack of budget, lack of cooperation among faculty members, studentsa administration, and the lack of policies and resources, lack of reputed vendor, and inflation. It seems that there is a need for faculty members to understand and value the user needs analysis in order to work together with librarians. The library staff who participated in the study also stated that it has been a constraint to them, due to the shortage of staff, and insufficient time to conduct the user needs analysis. The major problem is that subject librarians are overloaded because most faculties only have one subject librarian.

The issues of the faculty members' awareness of the procedures and policies of collection development produced a rather disheartening picture, as a majority (73.8%) of the teaching staff indicated that they are not aware of the policy on collection development; only 26.2% reported that they are aware of the policy on collection development.

Vignau (2005) denotes that although the directors of the university libraries and managers of collection development are aware of the process of collection development, only a few practically adopt and implement the policy. According to Jenkins (2005), a library collection development policy is the foundation upon which all selection decisions should be based, yet this important document is not widely known to faculty members. This may explain the low level of awareness of the policy at UNAM.

It is worth noting that the UNAM library does not have a formal policy, but only a draft policy is available. Faculty members, therefore, faculty members should be invited to examine the document and, where applicable, make suggested changes once the policy document is finalised.

Vignau and Meneses (2005) advise that in order for a library to conduct an effective collection development, it is necessary to establish a policy because it does not only manage the work of the institution, and the absence of such a policy hinders the accomplishment of improvisations that are potentially helpful in this field.

On the part of the library staff, 87% of them know that there is no collection development policy, and that only a draft document is in place, while 13% of the participants affirmed that a collection development policy exists per se, and that they consult the policy for guidelines and procedures to acquire resources.

The draft document available at the UNAM library stipulates that the aim of the policy is to provide guidelines and standards that should serve as basis for selection, justification of decisions and actions, and the inclusion or exclusion of certain items in the collection. However, a policy of collection development should address the needs of all categories of users, factors that should influence the accessibility, and special needs.

It was encouraging to note that the policy addresses the issue of collection development for electronic resources, among other information resources. All library staff agreed that the draft

policy addresses the issues of selecting, acquiring, evaluating, and weeding electronic resources. Some library staff indicated that electronic resources should be given special consideration because more users are increasingly switching to electronic resources.

White (1997) addresses the formulation of collection development statement for electronic resources at Penn State Harrisburg libraries, suggesting more specific guidelines to be incorporated in the collection development policy for the selection of electronic information resources. Some of the parameters for the selection of electronic information resources include: relevance, redundancy, potential use of information, demand for the information, ease of use of the product, availability of information to multiple users, longevity of the information, cost of the product, predictability of pricing, equipment needed to provide access to the information, technical support, and availability of physical space needed to house and store the equipment. This implies that there is a need for guidance in the collection development policy, so that only quality and credible electronic resources are collected and made accessible to users.

Gassess (2000) carried out a study on the existing collection development policies for academic libraries. The study underlined various collection parameters that should be included in the selection criteria of various electronic resources. The study also examined some of the problems that academic libraries must consider in order to align their collection development activities. The study revealed that the policy was communicated to the library staff, and that they are aware of the contents of the draft collection development policy. It is against this background that the researcher safely makes the assumption that the draft policy was communicated to the library staff, and that they are aware of its contents through the e-mails.

On the question of the importance of the collection development policy to the library, a majority (55%) of respondents indicated that the policy document is very important for the library, 34% of the faculty members indicated that the policy is important, while 9.4% said that its importance is average. Only one respondent indicated that the policy is not important.

Gregory (2011) emphasises that the collection development policy is important, because it informs and directs library processes in acquiring and making resources available to users, and it serves as a protection for the library against challenges to its procurers and resources.

Shaw (2012:16) adds that the collection development policy is important because it is a formal document that maintains a commitment to systematic collection building and development; it can be used as an advocate for the library in terms of public relations with users, for administrative purposes, as well as for the justification of funds. Khan and Bhatti (2016) support that the collection development policy is significant to guide the process of acquiring information resources, which may support the mission and programs of the institutions. It is clear that the collection development document is mostly established with the intention to guide, influence and determine decisions, actions and other matters; it is a means to an end.

5.3 The role of ICT in collection development

Prencand-Mohammed (2011) has aptly captured the role of ICT by stating that it is the backbone to the successful delivery of electronic resources to the desktop and dedicated bandwidth, which is central to supporting the level of electronic resources, whose usage continues to grow exponentially within academic libraries. Jenkins and Morley (1996) observed that the emergence of the internet has a significant impact on university libraries; for instance, easier access to information, it is easier for the library staff to evaluate vendor performance, and vendors can offer more services to the university libraries. Khan and Bhatti (2016) states that the latest advances in computer application and the ever-changing patterns of ICT have brought tremendous changes in the way information is generated, stored, organised, accessed, retrieved, as well as utilised in the university libraries.

According to Kasalu and Ojimbo (2012), ICT can be used in the selection of information resources by using online sites, publishers' online catalogues, CD ROM databases, and also on online book reviews. The findings of this study concur with those of Kasalu and Ojiambo (2012), because they shows that ICT is used to communicate the selection of information resources by the faculty members through emails, check out for new arrivals books, and to suggest a title for purchase.

ICT is therefore important in collection development activities. It was encouraging to note that the majority (54.6%) of faculty members are aware that ICT can be used in collection development activities, while 45% are not sure of how ICT can be used in collection development. The use of ICT has gained momentum in recent years, and is seen as new machinery to enhance access to information. A study by Brandt (2015:19), however,

indicates that in Namibia, access to affordable information and communication technology (ICT) is one of the critical issues that the government of Namibia still needs to address.

This study found that 68.2% of the faculty members use electronic information selection tools to select relevant library materials. It is therefore apparent from the results that not all faculty members use ICT to select library materials. In their study on the use of ICT in college libraries in Karnataka, India, Kumar and Biradar (2010) found that the application of ICT in Indian college libraries has not reached a very high level, and only a few staff members use the electronic selection tools to select library materials. The study also found that there is no budget allocation, manpower, skilled staff, and there is a lack of training in the automation of library activities. This situation may be attributed to below optimum use of ICT in the selection of materials. The study concludes that it is crucial to have computer and internet facilities to provide effective information services to the users.

The University of Namibia library has an electronic system that the library staff use to select materials. A majority of the library workers indicated that they use the Sierra ICT system when conducting collection development in terms of selection, acquisition, collection evaluation and weeding of library resources. The lack of budget allocation, lack of manpower, and no training are some of the factors that hamper the use of ICT in selection of library materials.

This study has further found that 80% of the library staff mostly use the internet as one of the ICT when conducting collection development in terms of selection, acquisition, collection evaluation, and weeding resource information, while 7% stated that they use the OPAC because it is what is readily available in the library. Furthermore, 13% of the participants stated that they use the Van Schaik publisher website, as the bookshop provides service to the university, and 13% of library staff use online databases. These findings are in line with those of Kasalu and Ojimbo (2012), who noted that the most commonly used selection tools include print publishers' catalogues, online publishers' catalogues, book lists, book reviews from magazines and newspapers, CD-ROM databases, online sites (for instance: Amazon, BookFinder, BestBookBuys), book displays, as well as user suggestions through the library system.

Kasalu and Ojiambo's (2012) study further highlight the type of ICT systems/platforms, and their usage in collection development, and they can be used in user needs assessment, budget

management and policy, selection and acquisition of information materials, collection evaluation and weeding, electronic collection development, and cooperative development. The authors offer the ways that ICT can be used in each specific activity of collection development. For instance, in user needs assessment, ICT can be used in Web 2.0 technologies and social networks (blogs, wikis, RSS feeds, Twitter and Facebook); on budget management and policy, ICT can be used in automated system to manage and control the financial resources of the library, while policy document can be communicated to users through the library website or the institution's intranet.

In addition to selection and acquisition of information materials, ICT systems can be used to select and order materials through internet and intranet, and also to access online publisher catalogues CD-ROM databases, online book reviews, online sites, and online alert service to update information and more details about items.

ICT systems can be used in collection evaluation, and weeding can be used to generate usage statistics from the integrated library systems, computerised data on annual expenditure, computer generated acquisition reports, online user surveys, and transaction log analysis. This study found that the Integrated Library Management System is effective in the management of the collection development activities at the UNAM library is very effective. The library staff however noted that there is limited expertise to fully exploit the potential of the system.

5.4 Factors that influence collection development of e-resources at UNAM

As discussed in Chapter Two, there are several factors that can negatively or positively impact collection development. The study found that the budget allocation of electronic resources is one of the major factors that influence collection development services, followed by ordering of materials, and the selection of materials. The study also found that collection evaluation is the only factor that has the least impact on the collection development activities. In a related study Kaur and Walia (2016), who conducted a survey on collection development in university libraries of Pakistan, found that several factors influence collection development and management in academic libraries. Kaur and Walia (2016) outlines the following factors: the goals of collection development; management policies and procedures; user needs; collection development policies; budgets and collection evaluation to determine the strength

and weaknesses of various subjects in the collections; selection of reading materials; formats in which materials are selected; the issues of access versus ownership; cooperative collection development; resource sharing programs, and legal issues in collection development.

The budget allocation appears to be the main factor that influences collection development at UNAM. Oloruntoba (2002) as cited in Akporido (2005:29) notes that “finance is a major factor in the growth of an organisation”; therefore, a library’s growth depends on it. A majority of faculty members (54.4%) reported that they are aware of the budget allocated to their faculty. An equally large percentage of the faculty members, however, is not aware of the budget allocated to their faculties to purchase library materials. The ignorance of the teaching staff regarding the budget allocation for their faculties is a worrying trend because in most cases, when the teaching staff is not aware of the budget allocated, as a result they might not be proactive in selection of materials.

The study further revealed that the budget allocation is not adequate to acquire sufficient information resources. Similar sentiments have been made by various authors. For instance, Jalloh (2000) and Kavulya (2009) opine that the most constraining aspect that libraries face in developing countries is “inadequate funds or stringent budget cuts” on library operations. As a result, services at some libraries are negatively affected. A number of studies such as Mapulanga (2011); Kanyengo (2009); Kavulya (2006), Chaputula and Kanyundo (2016) and Chaputula & Boadi (2010) have all pointed out that inadequate budgetary allocations negatively impact collection development activities. Hamutumwa (2008) also indicates that a few of the government libraries in Namibia that were surveyed mentioned budget constraints as one of the factors that hinder librarians from providing electronic resources to government employees in Namibia. These findings are a revelation that budget constraints is not only an issue at university libraries but also in government libraries. Another finding by Namibia Library and Archives Services (NLAS) 2007/2008 found that most of the Namibian libraries face funding challenges.

The budget allocation to faculties at the UNAM library varies from faculty to faculty, with the lowest being N\$200 001, and the highest being N\$800 000. According to the researcher’s knowledge, the annual library budget is usually between 5 million and 7 million for books (both print and electronic books) only, while electronic journals and databases are covered in

the operational budget. It is unusual for the library to use its operational budget to procure information resources.

A similar observation was made by Khan (2010) in a study on managing collection development and organisation, whereby the author observed that the faculty and departments have control over a portion of the funds that are used to purchase library materials for the departmental or seminar library. The UNAM library budget is divided into two allocations, namely: the Book Budget and Operational Budget. The Book Budget is allocated to printed and electronic books, while the Operational Budget covers the e-journals, print journals, online databases, stationaries and others. The Book Budget is further distributed among the faculties and cross-disciplinary programs such as the Center for External Studies, the Namibia Business School, MRC, and so forth.

In his study, Wittenbach (2005) proposes the restructuring of collection development at the University of California Riverside University libraries. The study described a new system that is more accountable to the library material budget, and as a result of the new system, faculty members are more aware of the budgeted amount for monographs in their own area.

According to Okello-Obura and Kigongon-Bukenya (2008) the allocation of money through budgets can be done in many ways. There are various systems of allocation of funds that exists, and where libraries can choose from when considering the different kinds of systems. It is good to keep in mind the library's adopted methods. The different types of budgeting systems are: line-item incremental budgeting, programme budgeting, performance-based budgeting, block incremental budgeting, formula-based budgeting, responsibility center budgeting, zero-based budgeting, and initiative based budgeting. Although some university libraries use formula to allocate funds to various faculties and department for collection development, the UNAM library does not follow any formula, despite the fact that the library takes into account the ratio of students per faculty or department, new programmes, curriculum change, the establishment of new campuses, as well as the average cost of material in the field.

Another factor that influences the collection development of e-resources at UNAM is the selection of materials. As Kaur and Walia (2016) reveal in their study, out of 15 factors, the four factors that, to a great extent, affect the selection of e-resources in management libraries

include: quality, subject coverage, license agreements, and vendor support, followed by factors that also to some extent affect the selection of e-resources, such as archiving policy/perpetual access, accessibility, authentication and cost, search and retrieval functionality, user-friendly interface, exporting, and download, hardware and software compatibility.

5.5 The role of faculty members and librarians in collection development

Most faculty members stated that academics have a big role to play in collection development in terms of selecting library materials that should support their curricular and research needs, evaluating library resources, as well as the trial evaluation of online databases. Faculty members advise the library staff on the resources they need to deposit to the library, in order to build a strong collection for their students. Additionally, faculty members also mentioned that they provide their course outline of their subjects to the subject librarians to order library materials - therefore enriching collections. According to the faculty members, they are the experts in deciding the materials that are required for their programmes. Faculty members further mentioned that they initiate order requests for books, journals, and give them to the faculty librarians.

It is palpable that the role of faculty members is very crucial when selecting resources in any university library. As a result, teaching staff possess the superior knowledge regarding their subject areas, and they are generally more effective, efficient, and economical in their selection of what is required in the library (Jenkins, 2005).

When performing their roles, faculty members make use of several tools to assist in collection development. These tools include catalogues (online and print catalogues), internet, publisher websites and book exhibitions. These findings are in agreement with the findings of Kasalu and Ojimbo (2012), who found that electronic and print selection tools are used to select relevant information materials. However, the most commonly used selection tools are: print publishers catalogues, online publishers catalogues, book lists, book review from magazines and newspapers, CD-ROM databases, online sites, book displays and user suggestions through the library system. This is a clear indication that online catalogues and print catalogues are the commonly used selection tools in university libraries.

When asked how the teaching staff communicate their selection of library materials to the librarians, the latter outlined the following: emails, letters on hard copies, verbal communication and a combination of email, print outs, and verbal communication. The use of email and verbal communication are the most common modes of communication used by the subject librarian to communicate to the teaching staff, or vice versa. A study by Kasalu (2010) revealed that there are several methods that are used to communicate information about the selection of library materials, and these include: office visits by the teaching staff, through e-mail, and manually through the library representative. This implies that the contemporary methods used in communicating, such as emails, are effective means used by faculty members to communicate to the library workers at UNAM about their selections.

5.6 Challenges faced in the collection development

The study revealed that the major challenges in collection development include: lack of experience for the faculty members, lack of catalogues, lack of knowledge on which publisher offers e-resources, no list of titles from vendors, and difficulties with librarians who are not always available to assist the faculty members. Poor internet connectivity and insufficient time to conduct searches are also highlighted as additional challenges. Another challenge mentioned is the absence of the collection development policy, and the lack of selection of electronic resources from the teaching staff. It was noted that the faculty members are too slow to select library resources especially electronic resources, and as a result, the process delay the communication of selected materials to the library staff.

These findings indicate that the whole exercise of collection development is not smooth. This finding is in agreement with those of Kiando (2004), who realised that most African university libraries lack comprehensive collection development policies, although the policies are essential in providing direction in the collection development and management of library collections to fulfil the chief mission of the library (Odini, 1997), cited by Kiondo (2004).

Similarly, a study conducted by Kasalu and Ojimbo (2012) also highlighted several challenges and constraints faced by private universities during collection development process, namely: slowness in selection process, slow internet connectivity, the use of print selection tools which caused delay in selection, slowness in delivery of orders. Other challenges mentioned are online ordering which requires prepayment, which is against the

policy of most private universities, lack of cooperation by teaching staff in selection and lack of sufficient staff to carry out the collection development process.

Another challenge that is faced by the University of Namibia library is the weeding exercise and collection evaluation, which does not take place; therefore, the study reported by 40% of the library staff identified weeding, while 53% indicated collection evaluation as major challenging areas. Similarly, Khan (2015) found that the reason for not carrying out weeding exercise was due to the absence of weeding rules, opposition from faculty and administration, lack of budget and human resources. A study by Kavulya (2004) disclosed that the number of factors that make it difficult for university libraries in Kenya to undertake comprehensive weeding programmes to rid themselves of outdated material, whether the purchase of new materials have gone down, and then, they do not know what to do with weeded material, because decision to change ownership of any university property normally involves decisions at high levels of university administration and this exercise, usually take long time or in many cases not forthcoming. It is a clear indication that weeding exercises and collection evaluation are some of the collection development activities which are neglected at the UNAM library. Therefore, this implies that there is a need for weeding policy at UNAM library in order to guide progressive weeding process.

Furthermore, the study found that inadequate budget allocation is a major (80%) challenge that the UNAM library faces. Kiondo (2004) argues that e-resources are expensive, and they require an enormous financial investment. Kaur and Waila's (2016) study revealed that management libraries in India also have difficulties pertaining to e-resource collection building, such as the issue related to inadequate funds. Khan and Bhatti (2016) conclude the various factors that affect collection development in the university libraries in Pakistan, namely: dwindling budgets, absence of standards, absence of collection development policies, the lack of assessments of users and collections, insufficient coordination between faculty and LIS professionals, fast growth of electronic resources, application of information communication and technologies, inactive role of library association in the formulation of standards, absence of consortia plans, as well as alternative plans.

5.7 Recommendations to improve collection development

Several recommendations were made by both library staff and the faculty members. The study recommends that the university should acquire relevant materials to support curriculum

and research needs. The other recommendations are: to involve academics in the selection of library resources, to strengthen the communication between the lecturers and librarians, to set up awareness initiatives on collection development activities. Furthermore, the study revealed that the catalogue of e-resource materials should be availed to lecturers to select materials, and e-resources selection tools should not be limited. Moreover, the study recommends that publishers should exhibit their work (books) to the satellite campuses, and faculty members should be more actively involved in collection development activities.

The study also recommends that the number of student computers in the library should be increased, and that the library should establish regular meetings on the progress of collection development to inform the staff about the policies and their roles. In addition, internet connectivity should be strengthened, e-resources marketing strategies should be improved, and the budget allocation of resources mostly on e-resources acquisition should also be improved. Furthermore librarians should assist users; there is a need to assess users for not utilising allocated resources, and librarians need to visit their allocated faculty members, and they should discuss collection development activities of their faculty or department. Library orientation should be done on a regular basis with both staff members and students, and the library should collaborate with other international universities.

There is a need to utilise electronic resource, and updates on what is new on the activities should be frequently communicated. Furthermore, more training on selection of e-resources materials is required from librarians with the staff members and students. Also, subject librarians need to be available, e-resources procedures should be simplified, and finally, the delay in getting ordered books should be resolved. Kaur and Waila (2016) recomme that a higher budget should be allocated in management libraries in order to improve the existing e-resource collection, and in order to meet the expenditure related to upgrading ICT infrastructure in their libraries.

5.8 Summary of Chapter Five

Chapter 5 discussed issues based on the responses of the faculty members and library staff in Chapter 4. The study explored the following issues: collection development procedures and policies in place at the UNAM library, the role of ICT in collection development activities, factors influencing collection development, the role of faculty members and subject librarians in collection development, challenges in collection development, and recommendations to improve collection development activities. This chapter also explored and compared related literature review with the views of the teaching staff and library staff respondents to evaluate if they concur with each other. The study found that faculty members and library staff who participated in the study are aware of the guidelines and procedures of collection development activities, even though some of the faculty members are not aware of some of the collection development processes, especially collection evaluation, collection development policy, and weeding process.

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the findings of the study, the conclusions, and finally the recommendations that as a horoscope for future studies in the same subject of library and information technology. The purpose of the study is to investigate the collection development practices at the UNAM library (and its constituent branches) with specific reference to electronic resources. In order to successfully investigate the previously stated practices, the study was based on the following objectives:

- To explore the collection development procedures and policies for electronic resources at the UNAM library.
- To investigate the factors that influence the collection development of information resources.
- To assess the extent which teaching staff and subject librarians are involved in collection development at the UNAM library.
- To discover the barriers to effective collection development of electronic resources at the UNAM library.
- To determine the influence of the UNAM library budget allocation on the collection development of electronic resources.

6.2 Summary of the findings

The following conclusions were made based on the findings of the study in the context of the five research objectives that the study was based on.

6.2.1 Collection development procedures and policies at the UNAM library

In order to achieve the key objectives of the study, and to answer the research questions accordingly, the research by critically reviewed the collection development procedures and policies of electronic information resources at the UNAM library. The study found that a majority of the faculty members are aware of selection methods of library materials, the process of acquiring books, and that there is a budget allocated to their respective faculty or

department. In addition, most faculty members are not aware of the collection development policy, despite the fact that the policy is regarded as a guide to acquire information resources that may facilitate the mission and programs of the institutions. Furthermore, the study revealed that a majority of faculty members are not aware of the system to evaluate library collections. Surprisingly, the study revealed that faculty members are neither aware of the weeding, nor the disposal system of books from the library; however, various sources explained that in order for an effective weeding process to take place, libraries should have a written weeding policy to guide weeding decisions.

Data collected from the interviews reveals that all library staff have a variety of responsibilities in their faculties and departments. These responsibilities include the core duties such as collection development, distribution of book catalogues for faculty members both print and online, reference services, information and literature searches, electronic database evaluations, faculty liaison (requesting order lists from the lecturers), and submitting order lists to the Technical Services Department. Additional responsibilities include the dissemination of the book budget to the faculty, attending faculty board meetings, providing book status reports to individual teaching staff, updating prescribed textbook stock level chart, as well as weeding materials.

The assessment of users' needs at universities is essential when developing a collection development policy, guidelines, and standards for the library. A significant number of library staff (67%) responded that they had never done a user needs analysis; only (33%) of the library staff have conducted user needs analysis often. Those who indicated that they do not do the user needs analysis validated their response with reasons such as shortage of staff, and lack of time to do it. It is crucial for the subject librarians to conduct the user needs analysis for their various faculties in order to know the information needs of their teaching staff. This can be done through analysis and surveys, although a lot of information can be collected by studying the syllabus, departmental web pages, the current research projects, curriculum vitae of researchers and academics, as well as minutes of academic meetings.

Furthermore, the study found that a majority (73.8%) of faculty members are not aware of the collection development policy at the UNAM library, but only (26.2%) are aware of the collection development policy. Although a policy is established with the intention of guiding, influencing, and determining decisions, actions, and other matters, it is a means to an end.

6.2.2. The role of ICT in collection development

The study found that a majority (67%) of faculty members are aware of ICT systems used in collection development activities. However, even though a majority of them are aware of ICT systems used in collection development activities, most (45%) of the faculty members are not aware that ICT can be used in collection development.

It is important for libraries to develop selection criteria and procedures to follow when selecting electronic resources for libraries. The study found that 68.2% of the respondents use electronic information selection tools to select relevant library materials, and only 31.8% of the faculty members do not use the electronic selection tools available.

The study disclosed that a majority of library staff at the UNAM library use the Library Integrated System called Sierra to conduct collection development activities. Moreover, the study confirmed the effectiveness of the Integrated Library Integrated System (Sierra) in the management of the collection development activities in the UNAM library; the only shortcoming is the fact that there is limited expertise among the staff members to fully exploit its potential.

6.2.3 Factors influencing collection development

A majority of faculty members indicated that the budget allocation of electronic resources is the main (95%) factor that influences collection development services. Furthermore, the process of ordering materials, and the selection of materials is also a contributing factor. The study also found that collection evaluation is the only factor that has a less impact on the collection development activities.

Finally, the study found that a majority (61.1%) of faculty members indicated that the budget allocation is inadequate, a few indicated that the budget allocation is sufficient, and the rest of the respondents (33.6%) did not respond to the question, which was perhaps a sign that they do not know what to say or how to respond to the question.

6.2.4 The role of faculty members and librarians in collection development

A majority of faculty members revealed their roles as follows: the selection of library materials that should support their curricular and research needs, while some mentioned that they communicate regularly with subject librarians, evaluate library resources, as well as performing the trial evaluation of online databases. Other faculty members mentioned that

they advise the library on the resources they need to deposit or donate, they are involved in the library collection development activities, and they build a strong collection for their students. Additionally, they also mentioned that they provide the course outlines to the subject librarians for orders order.

According to the faculty members, they are the experts in deciding which materials are required for their programmes, so they expressed that they are obliged to suggest and recommend the materials; it is their responsibility to request and initiate orders for books and journals, so that the faculty librarians can keep them. The faculty members explained that they want to be involved in the selection of library resources, and this role is very crucial at any university library.

According to the findings, the roles of the library are as follows:

- Communicating regularly with the faculty members regarding acquisitions of new print and electronic resources (e-books and e-journals), new research or teaching tools, instructional support services, and other new library initiatives.
- Collaborating with the assigned departments in order to build and sustain a collection appropriate for the departmental and programme needs.
- Working closely with the faculty during special projects such as a journal cancellation project, a large purchase decision, or a major withdrawal/transfer project of bound journal volumes or books.
- Attending Faculty Board and Departmental Meetings, and giving feedback to the library.
- Giving advice and training about the use of electronic information resources, including the internet and e-journal databases.
- Liaising with faculty staff to place prescribed texts on Course Reserve/Short Loan.

In terms of the selection tools used by library staff for both electronic and print library materials, the findings of the study reveal that: 47% of the staff use online and print catalogues; 33% use the internet, 7% use publisher websites; and 13% of the staff use book exhibitions from vendors. The study found that a majority (47%) of the respondents use catalogue as a selection tool, which is more commonly used than other tools at the UNAM library.

The respondents mentioned the most common selection tools as follows: online and print book catalogues, recommendation from academic staff and students. Despite the fact that there are many selection tools that can be used, such as publisher's website and the internet, the university librarian only mentioned few a selection tools. The university librarian explained that even though the tools easily accessible, librarians need to play a proactive role in publicising these tools.

Regarding the communication between the university librarian and faculty members, he stated that he communicates at least thrice a year, providing feedback about new acquisitions at the Library and Information Technology Committee (LITC). Finally, regarding how the teaching staff communicate their selection of library materials to the library, the university librarian indicated they communicate through interaction with subject librarians.

6.2.5 Challenges in collection development activities

The study identified some of the major challenges that face the collection development practices at the UNAM library, namely: the lack of catalogues offering electronic resources, lack of a list of titles from the vendors, and difficulties with librarians who are not always available to assist faculty members. In addition, the following challenges were also identified, namely: slow intranet/ internet, limited books, sample books, insufficient time to surf, and not understanding how to use electronic resources. The biggest challenge that the UNAM library is facing is that there is no collection development policy. There is a problem with the selection of electronic resources, the weeding process, and lastly the budget allocation is a major hindrance to the subject librarians at the UNAM library.

In addition, some respondents mentioned collection evaluation of library materials as a major challenge in collection development. Another challenge is the Integrated Library System (ILS) – Sierra, as it is one of the major chin application of ICT in collection development at the UNAM library. The system hampers various activities of librarians regarding poor statistics on status reports, cancelled orders, monitoring funds, and claims of library materials. Another problem is the slow internet, which slows down access to electronic information resources such as online databases, online journals, as well as online books.

The researcher asked follow-up question about the challenges that the library staff currently face in collection development activities and policies, during the selection of e-resources,

when ordering resources and actual purchase, weeding, collection evaluation of library materials, and budget allocation. When the researcher asked whether the university library experiences challenges in collection development, he stressed that the university library has an outdated collection development policy for the library, and that the weeding and collection evaluation, are not done systematically. The university librarian further explained that the library has limited funding for the procurement of both electronic information resources as well as printed materials. However, the selection of electronic resources and ordering of the resources was not mentioned as a challenge to the library staff. The university librarian concluded that there is a need to shift the mind-sets of library staff and stakeholders in order to overcome the various challenges pertaining to the collection development activities at the University of Namibia library.

6.3 Conclusions of the study

Based on the findings of the study and the discussions as provided in Chapter 4 and 5, the researcher makes the following conclusions as aligned to the objectives of the study:

The study concludes that the academic and library staff at UNAM are aware of the guidelines and procedures used in the collection development practices. However, even though most of the faculty members are aware of the collection development procedures and policies at UNAM library, most faculty members are not aware of some of the collection development components such as the collection development policy, collection evaluation and weeding or the disposal of books from the library.

The study further concludes that faculty members and library staff are aware of the ICT systems used in collection development activities, which they have proven through the fact that they apply the ICT systems to conduct collection development. This awareness and practicality is evidenced by both teaching staff and librarians, who affirmed that they use ICT systems in collection development activities such as selection, acquisition, evaluation, and weeding or in the disposal of materials.

In addition to the conclusions, the study concludes that there are several factors that influence collection development, but budget allocation is the main factor. The other factors were not as strongly considered by the respondents.

Furthermore, the study acknowledge that faculty members play a vital role in the collection development of library materials. This role includes: the selection of library materials to support their curricular and research needs, as well as the evaluation of resources as one of the main roles. It appeared that the faculty members least desire the role of weeding among their roles.

Moreover, the study concludes that the faculty and library staff experience many challenges, which in collection development, which include: the lack of catalogues offering electronic resources, there is no list of titles from the vendors, librarians who are not always available to help faculty members, slow intranet or internet, limited books, limited sample books, insufficient time to surf the internet, and a lack of knowledge/skills to use electronic resources.

6.4 Recommendations

Based on the findings discussed in Chapter, the study proposes the following recommendations to improve the collection development activities at the UNAM library:

- The UNAM library should acquire more relevant materials to support the curriculum and research needs of the academic community.
- Involvement of academics and communication between the lecturers and librarians should be strengthened.
- The set-up awareness initiatives on collection development activities should be enforced.
- Publishers should exhibit their work (books) to the satellite campuses, and faculty members should be more actively involved in collection development activities.
- The UNAM library should increase the number of student computers in the library, and organise regular meetings on the progress of collection development activities to inform faculty members about the policies and their roles.
- Internet connectivity should also be strengthened.
- The library staff should make every teaching staff aware of the budget, and the budget allocation of resources, especially e-resource acquisition should be improved.
- Subject librarians should avail themselves to the faculty members and discuss issues of collection development activities.

- Online catalogues of electronic resources should be availed to teaching staff in order for them to select electronic resources.
- The University of Namibia library should endorse the collection development policy.
- Weeding and collection evaluation should be done collectively.

6.5 Suggestion for further study

This study was mainly concerned with collection development practices of electronic resources, using the case of the University of Namibia library. There is a need for a further study on collection development practices at other university libraries in the country, in order to establish the current status and efforts invested by other university libraries in Namibia. This study can also be replicated in government libraries, especially the ministerial library.

REFERENCES

- Adekanmbi, RR. & Boadi, BY. 2008. Budgeting for libraries resources in colleges of education: some findings from Botswana. *Library Collections, Acquisitions, & Technical services*, Vol.32: 68-75.
- Adekanmbi, RR. & Boadi, BY. 2008. Problems of developing library collections: a study of colleges of education libraries in Botswana. *Information Development*, Vol. 24 (4): 275-288.
- Adelakun, OJ. 2010. *Financial Sector Development and Economic Growth in Nigeria*. Department of Economics, Joseph Ayo Babalola University, Ikeji Arakeji.
- Aina, LO. 2002. *Research in information science: an African perspective*. Ibadan, Nigeria: Stirling_Horden.
- Agee, J. 2003. Selecting materials: a review of print and online resources. *Collection Building*, Vol. 22 (3): 137-140.
- Agee, J. 2005. Collection evaluation: a foundation for collection development. *Collection Building*, Vol. 24 (3): 92-95.
- Akporido, C. 2005. Internet use in a Nigerian suburban setting. *The Electronic Library*, Vol. 23 (3): 302-310.
- Al-Baridi, S. & Ahmed, SS. 2000. Development electronic resources at the KFUPM library. *Collection Building*, Vol. 19 (3): 109-117.
- Ali, PMN & Nisha, . 2011. Use of e-journals among research scholars at Central Science Library, University of Delhi. *Collection Building*, Vol. 30 (1) 53-60.
- Ameen, K. 2006. From acquisitions to collection management: mere semantics or an expanded framework for libraries. *Collection Building*, Vol. 25 (2): 56-60.
- Ameen, K. 2008. Issues of book acquisition in university libraries: a case study of Pakistan. *Library Philosophy and Practice*, July 2008.

- Ameen, K. & Haider, SJ. 2007. Book selection strategies in university libraries of Pakistan: An analysis. *Library Collections, Acquisitions, and Technical Services*, Vol. 31 (3/4): 208-219.
- Anasi, S. & Ali, H. 2012. Resource sharing challenges and prospects in Nigerian university libraries. *Interlending & Document Supply*, Vol. 40 (3): 156-162.
- Andrade, D. & Vergueiro, W. 1996. Collection development in academic libraries: a Brazilian library's experience. *New Library World*, Vol. 97 (1128): 15-24.
- Ani, OE. & Ahiauzu, B. 2008. Towards effective development of electronic information resources in Nigerian university libraries. *Library Management*, Vol. 29, No. 6/7, pp. 504-514.
- Arm, WY. 2000. *Digital Libraries*. Cambridge: The MIT Press.
- Armstrong, C. & Lonsdales, R. 2005. Challenges in managing e-books collections in UK academic libraries. *Library Collections, Acquisitions, and Technical Services*, Vol. 29: 33-50.
- Ary, D., Jacobs, LC., Sorensen, CK. & Walker, DA. 2014. *Introduction to research in education*. 9th ed. Belmont, Calif.: Wadsworth Cengage Learning.
- Babbie, E. 2007. *The practice of social research*, 11th ed. Belmont: Thomson Wadsworth.
- Babbie, ER. 2010. *The practice of social research*, 12th, ed. Australia / United Kingdom: Wadsworth Cengage Learning.
- Babbie, ER. & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.
- Bless, C., Higson-Smith, S. & Sithole, SL. 2013. *Fundamentals of social research methods: an African perspective*. Cape Town: Juta.
- Borin, J. & Yi, H. 2008. Indicators for collection evaluation: a new dimensional framework. *Collection Building*, Vol. 27 (4) 136-143.
- Brink, H, Van der Walt, C, and Van Rensburg, G. 2013. *Fundamentals of research methodology for healthcare Professionals*. 3rd. Cape Town: Juta.

- Bryman, A. 2012. *Social research methods*. 4th ed. Oxford: Oxford University Press.
- Buchholz, IM. 2011. Provision of access to information in academic libraries in Southern Africa: two case studies. MA, *Dissertation*. Pretoria: University of South Africa.
- Chaputula, AH. 2014. Collection development practices in private university library in Malawi: the case of University of Livingstonia and Adventist University Libraries. *Library Management*, Vol. 35 (3): 150-163.
- Chaputula, A. & Boadi, BY. 2010. Funding for collection development activities at Chancellor College Library, University of Malawi. *Collection Building*, Vol. 29 (4): 142-147.
- Chaputula, AH. & Kanyundo, AJ. 2014. Collection development policy: how its absence has affected collection development practices at Mzuzu university library. *Journal of Librarianship & Information Science*, Vol. 46 (4): 317-325.
- Chisenga, J. 2006. Information and Communication Technologies: opportunities and challenges for national and university libraries in eastern, central and southern Africa. In *Proceeding Standing Conference of African National and University Libraries of Eastern, Central and Southern Africa, Dar es Salaam (Tanzania), 9-10 July 2006*.
- Chiware, ERT. & Dick, AL. 2008. The use of ICTs in Namibia's SME sector to access business information services. *The Electronic Library*, Vol. 26 (2): 145-157.
- Cohen, L., Manion, L. & Marrison, K. 2011. *Research methods in education*. 7th ed. London: Routledge.
- Collins English Dictionary*. 2009. 10th ed. Glasgow: Harper Collins.
- Concise Oxford English Dictionary*. 2008. Oxford: University Press.
- Creswell, JW. 2009. *Research design, qualitative, quantitative, and mixed methods approaches*. 3rd ed. London: Sage.
- Creswell, J. 2012. *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 4th ed. Boston: Pearson.

- Creswell, J. 2014. *Research design: qualitative, quantitative and mixed methods approach*. 4th ed. Los Angeles: Sage.
- Creswell, J. 2014. *Educational research: planning, conducting and evaluating quantitative and qualitative research*. 4th ed. Harlow, Essex: Pearson.
- Creswell, JW. & Plano-Cark, VL. 2011. *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publication.
- Dadzie, PS. 2005. Electronic resources: access and usage at Ashesi University College. *Campus-Wide Information Systems*, Vol.22, (5): 290-297.
- Daniel, J. 2012. *Sampling essentials: practical guidelines for making sampling choices*. Los Angeles: Sage Publications.
- De Vos, AS., Strydom, H., Fouchê, CB. & Delport, CSL. 2011. *Research at grass roots for the social sciences and human service professions*. 4th.ed. Pretoria: Van Schaik Publishers.
- Diez, LA. & Bravo, BR. 2009. E-books in Spain academic libraries. *The Electronic Library*, Vol. 27 (1): 86-95.
- Douglas, CS. 2011. Revising a collection development policy in a rapidly changing environment. *Journal of Electronic Resources in Medical Libraries*, Vol. 8, (1): 15-21.
- Dubicki, E. 2008. Weeding: facing the fears. *Collection Building*, Vol. 27 (4): 132-135.
- Education and Training Sector Improvement Programme*. 2006. Planning for a learning nation: programme document phase 1 (2006-2007). Windhoek, Namibia.
- Evans, GE. 2000. *Developing library and information center collection*. 4th ed. Libraries, unlimited: Englewood.
- Evans, EG., Intner, SS. & Weihs, J. 2011. *Introduction to technical services*, 8th ed. Santa Barbara: Libraries Unlimited.
- Evans, GE. & Saponaro, MZ. 2005. *Developing library and information center collections*. 5th ed. Libraries Unlimited, Westport: CT.

- Feather, J., & Sturges, P. 2003. *International encyclopedia of information and library science*. London; New York: Routledge.
- Feldman, L. 2006. Subject librarians in the changing academic library. *Electronic Journal of Academic and Special Librarianship*, Vol. 7 (3) (Winter). Available at: http://southernlibrarianship.icaap.org/content/v07n03/feldmann_l01.htm. (Accessed on: 29/04/ 2015).
- Fombad, M. & Mutula, S. 2003. Collection development practices at the University of Botswana Library (UBL). *Malaysian journal of Library and Information Science*, Vol. 8 (1): 65-76.
- Fourie, JA. 2001. *Collection management and development: only study guide for AIS305-P*. Pretoria: University of South Africa.
- Fox, W. & Bayat, MS. 2012. *A guide to managing research*. Cape Town: Juta.
- Fraenkel, JR. & Wallen, NE. 1993. *How to design and evaluate research in education*. New York: McGraw – Hill.
- Gakibayo, A., Ikoja-Odongo, JR. & Okello-Obura, C. 2013. Electronic information resources utilization by students in Mbarara University Library. *Library Philosophy and Practice*.
- Gassesse, K. 2000. Collection development and management in the twenty-first century with special reference to academic libraries: an overview. *Library Management*, Vol.21 (7): 365-372.
- Gregory, VL. 2011. *Collection development and management for 21st century library collections: an introduction*. New York: Neal-Schuman Publishers.
- Haneefa, M. 2007. Application of information and communication technologies in special libraries in Kerala (India). *Library Review*, Vol. 56. (7): pp. 603-620.
- Hamutumwa, MUN. 2008. An investigation study in the utilization and promotion of electronic resources in government libraries: a case of Namibia. MA, *Dissertation*: University of Strathclyde: Department of Computer and Information Sciences.

- Hamutumwa, MUN. 2014. Electronic resources use by distance learners at the University of Namibia. **PHD, thesis**, University of KwaZulu-Natal, Pietermaritzburg.
- Hamutumwa, MUN. & Mabhiza, C. 2010. *Executive summary of the college libraries audit*. Unpublished report. Windhoek: University of Namibia.
- Hodges, D., Preson, C. & Hamilton, J. 2010. Patron-initiated collection development: progress of a paradigm shift. *Collection Management*, Vol. 35 (93/4): 208-221.
- Hoyle, RH., Harris, MJ. & Judd, CM. 2002. *Research methods in social science*. London: Thomson Learning.
- Husain, S. & Nazim, M. 2015. Use of different information and communication technologies in Indian academic libraries. *Library Review*, Vol. 64 (1/2): 135-153.
- Hyödynmaa, M. & Buchholz, I. 2012. Usability of the Tampere University library collection mapping method at University of Namibia libraries. In Iivonen, M., Helminen, P., Ndinoshiho, JM. & Sisättö, O. (Eds.). *Empowering people: collaboration between Finnish and Namibian university libraries*. Tampere: Tampere University Press, p. 162-179.
- Jenkins, PO. 2005. *Faculty-Librarian relationships*. Oxford: Chandos.
- Johnson, B. & Christensen, LB. 2012. *Educational research: quantitative, qualitative, and mixed approaches*. Thousand, Calif: Sage publications.
- Johnson, P. 2004. *Fundamentals of collection development and management*. Chicago: American Library Association.
- Johnson, P. 2009. *Fundamentals of collection development and management*. 2nd ed. Chicago: American Library Association.
- Johnson, P. 2014. *Fundamentals of collection development and management*. 3rd ed. London: Facet Publishing.
- Ingutia-Oyieke, L. 2008. *Information and communication technologies in teaching and learning: a comparative evaluation of two University libraries in Kenya*. MA, *Dissertation*: Pretoria: University of Pretoria, Department of Information Science.

- Institutional Self-Evaluation Report. 2012. Windhoek, University of Namibia: Centre for Quality Assurance and Management. Available at: <http://www.unam.na/centres/quality/documents/Institutional-self-evaluation-Report.pdf>. Accessed on: 25 October 2012.
- Kanyengo, CM. 2009. Meeting collection development needs in resource poor settings: the University of Zambia Medical Library experience. *Collection Building*, Vol. 28 (1): 26-30.
- Kasalu, S. 2010. Application of information and communication technologies in collection development in selected private university libraries in Kenya. *Thesis*: submitted in partial fulfilment of the requirements for the degree of Master of Philosophy in Information Sciences (Library and Information Studies) of Moi University.
- Kasalu, S. & Ojimbo, JB. 2012. Application of ICTs in collection development in private university libraries in Kenya. *Collection Building*, Vol. 31 (1): 134-149.
- Kaur, M. & Waila, PK. 2016. Collection development of electronic resources in management libraries of India. *Collection Building*, Vol. 35 (3) 73-83.
- Kavitha, R. 2009. Collection development in digital libraries: trends and problems. *Indian Journal of Science and Technology*, Vol. 2 (12): 68-73.
- Kavulya, JM. 2004. University libraries in Kenya. A study of their practices and performance. Dissertation: an der Humboldt-Universitat zu Berlin, Philosophische Fakultät. Available at: <http://edoc.hu-berlin.de/dissertationen/kavulya-joseph-muema-2004-02-19/PDF/Kavulya.pdf>. Accessed on: 28 February 2012.
- Kavulya, JM. 2006. Trends in funding of university libraries in Kenya: a survey. *The Bottom Line: Managing Library Finances*, Vol. 19 (1): pp. 22-30.
- Kavitha, R. 2009. Collection development in digital libraries: trends and problems. *Indian Journal of Science and Technology*, Vol. 2 (12): 68-73.
- Kelly, M. 2015. Collection development policies in Public Libraries in Australia: a qualitative content analysis. *Public Library Quarterly*, 34: 44-62.

- Khademizadeh, S. 2012. Use of Information and Communication Technology (ICT) in collection development in scientific and research Institute Libraries in Iran: a study. *International Journal of Advancements in Research & Technology*, Vol. 1 (3): 1-16.
- Khan, AM. 2010. Managing collection development and organization in globalizing Indian university libraries. *Collection Building*, Vol. 29 (1): 15-21.
- Khan, AM. 2016. A study on collection development and its organizational pattern of university libraries in Uttar Pradesh (India). *Collection Building*, Vol. 35 (1): 1-11.
- Khan, G. & Bhatti, R. 2015. Collection development policies and procedures in the University Libraries of Pakistan a provincial perspective of Khyber Pakhtunkhwa. *Library and Information Science Journal*, Vol. 46 (3): 45-54.
- Khan, G. & Bhatti, R. 2016 An analysis of collection development in the university libraries of Pakistan. *Collection Building*, Vol. 35 (10): 22-34.
- Khan, AM. & Zaidi, SM. 2011. Determinants of library's effectiveness and efficiency: a study of collection development, organization and services of Maulana Azad Library, AMU (India). *Library Collections, Acquisitions, and Technical Services*, Vol. 35 (4) 95-105.
- Kichuk, D. 2010. Electronic collection growth: an academic library case study. *Collection Building*, Vol. 29, (2): 55-64.
- Kiondo, E. 2004. Around the World to: the University of Dar es Salaam Library: Collection Development in the Electronic Information Environment". *Library Hi Tech News*, Vol. 21(6): 19-24.
- Knight, N. 2013. Enhancing access to library resources at Northern Caribbean University through an e-library initiative. *The Electronic Library*, Vol. 31 (6): 753-769.
- Krejcie, RV. & Morgan, DW. 1970. Determining sample size for research activities. *Educational and Psychological Measurement*, Vol. 30 (3): 607-610.
- Kumar, BTS. & Biradar, BS. 2010. Use of ICT in college libraries in Karnataka, India: a survey. *Program: electronic library and information systems*, Vol.44 (3): 271-282.

- Kumar, R. 2005. *Research methodology: a step-by-step guide for beginners*. 2nd ed. London: Sage.
- Kumar, K., Hussain, A. & Singh, N. 2008. A survey of collection development practices in Technical Institutes in Ghaziabad, Utter Pradesh, India. *Library Philosophy and Practice* (March): 1-22.
- Kunene, SASZ. 2006. The impact of collection development policy on service rendering to undergraduates: a case study of the University of the Western Cape Library. *Research Project*. Cape Town: University of Western Cape.
- Leedy, PL. & Ormrod, JE. 2010. *Practical research: planning and design*. 9th ed. Upper Saddle River, New York: Pearson Education International.
- Leedy, PD. & Ormrod, JE. 2005. *Practical research: planning and design*. 8th ed. Upper Saddle River, NJ: Pearson Education.
- Little, G. 2011. Collection development in library and resources in the R&D libraries of Kolkata City: a survey. *Library Herald*, Vol. 42 No. 3, pp. 235-46.
- MacMillan, JM. 2008. *Educational research: fundamentals for the consumer*. 5th ed. Boston: Pearson.
- Mamafha, TMM. 2013. Utilisation of information and communication technologies in public libraries at Ekurhuleni Metropolitan Municipality, South Africa. *Master dissertation*: Pretoria: University of South Africa.
- Magrill, RM. & Corbin, J. 1989. *Acquisitions management and collection development in libraries*. 2nd ed. Chicago: American Library Association.
- Maharana, B., Choudhury, BK. & Dutta, S. 2004. Collection development of electronic information resources in the R&D libraries of Kolkata City: a survey. *Library Herald*, Vol. 42 No. 3, pp. 235-46.
- Mangrum, S. & Pozzebon, ME. 2012. Use of collection development policies in electronic resource management. *Collection Building*, Vol. 31 (1): 108-114.

- Mapulanga, P. 2011. Effects of budgeting and funding on the provision of library and information services in the University of Malawi Libraries. *Performance Measurement and Metrics*, Vol. 12 (3): 172-182.
- Marshall, C. & Rossman, GB. 2011. *Designing qualitative research*, 5th edition. Thousand Oaks, CA: SAGE.
- Mavodza, J. 2010. *Knowledge management practices and the role of an academic library in a changing information environment: a case study of metropolitan college of New York*. PHD thesis. Pretoria: University of South Africa.
- Mirza, MS. & Mahmood, K. 2012. Electronic resources and services in Pakistani university libraries: a survey of users' satisfaction. *The International Information & Library Review*, Vol. 44: 123-131.
- Moghaddam, GG. & Talawar, VG. 2009. Library consortia in developing countries: an overview. *Program: Electronic Library and Information Systems*, Vol. 43 (1): 94-104.
- Namhila, E. & Ndinoshiho, J. 2011. Visioning and strategizing for the University of Namibia Library: planning the library's facilities, services and resources for the aspired library vision. *Innovation* (43), 4-18.
- Namhila, EN., Sinikara, K. & Iivonen, M. 2012. Improving human resources capacity international partnership of university libraries. In Iivonen, M., Herminen, P. & Ndinoshiho, PJ (Eds.), *Empowering people: collaboration between Finish and Namibian University libraries*. Tampere University Press.
- Namibia. 1996. Namibia Qualification Authority Act. Act no 29 of 1996. Windhoek, Government Gazette of the Republic of Namibia no: 1476, 31 December 1997. Unpublished.
- Namibia. 2003. National Council of Higher Education Act. Act no. 26 of 2003. Windhoek, Government Gazette of the Republic of Namibia no. 3125, 31 December 2003. Unpublished.

- Nengomasha, CT. 2009. *A study of electronic records management in the Namibian Public Service in the context of e-government*. University of Namibia: Department of Information and communication Studies..
- Neuman, LW. 2011. *Social research methods: qualitative and quantitative approaches*. 7th ed. Boston: Pearson.
- Mamafha, TMM. 2013. Utilisation of information and communication technologies in public libraries at Ekurhuleni Metropolitan Municipality, South Africa. *Thesis*: submitted in accordance with the requirements for the degree of Master of Information Science at the University of South Africa.
- Ngimwa, P. & Adams, A. 2011. Role of politics in collaborative design process for digital libraries within African higher education. *Library Hi Tech*, Vol. 29 (4): 678-696.
- Ngulube, P. 2010. Mapping mixed methods research in library and information science journals in Sub-Saharan Africa 2004-2008. *The International Information & Library Review*, 42: 252-261.
- Ngulube, P. 2005. Research procedures used by Master of Information Studies students at the University of Natal in the period 1982-2002 with special reference to their sampling techniques and survey response rates: a methodological discourse. *The International Information & Library Review*, Vol. 37, 127-143.
- Ngulube, P. 2009. *Research Methods in Information Science*. Pretoria: University of South Africa.
- Nurminen, H. & Ashilungu, M. 2012. Marketing the collection services in two different University libraries. *In: Empowering people: collaboration between Finnish and Namibian University libraries*. Finland: University of Tampere Press.
- Nwegbu, M., Echezona, I. & Obijiofo, V. 2011. Promoting resource sharing between state and Federal University libraries in Anambra and Enugu states in Nigeria. *International Research Journal of Library, Information and Archival Studies*, Vol. 1 (2) 30-37.
- Obasi, IN. 1999. *Research Methodology in Political Science*. Enugu, Nigeria: Academic Publishing Company.

- Odini, C. 1994. Collection development: the experience of Kenya Polytechnic Library. *Library Management*, Vol. 15 (4): 12-16.
- Okello-Obura, C. 2011. Assessment of the problems postgraduate students face in accessing e-resources at Makerere University, Uganda: a comparison between education and LIS students. *Mousaion*, Vol.29 (2): pp. 41 – 60.
- Okello-Obura, C. & Kigongon-Bukenya, IMN. 2008. Financial management and budgeting strategies for LIS programmes: Uganda's experience. *Library Reviews*, Vol. 57 (7): 514-527.
- Okiy, RB. 2005. Funding Nigerian libraries in the 21st century: will funding from alternative sources suffice. *The Bottom Line: Managing Library Finances*, Vol. 18 (2): 71-77.
- Okojie , V. 2010. Innovative financing for university libraries in sub-Saharan Africa. *Library Management*, Vol. 31 (6): 404-419.
- Olorunsola, R. & Adeleke, A. 2010. Electronic journals in Nigerian university libraries: the present situation and future possibilities. *Library Review*, Vol. 60 (7): 588-598.
- Onyango, RAO. 2002. *Data collection instruments in information science*. In: Aina, L.O. 2002. Research in information science: an African perspective, Ibadan, Nigeria: Stirling-Horden.
- Oppenheim, AN. 1992. *Questionnaire design, interviewing and attitude measurement*. London: Printer.
- Pickard, AJ. 2007. *Research methods in information*. London: Facet.
- Pickard, AJ. 2013. *Research methods in information*. 2nd edition. London: Facet.
- Powell, RR. & Connaway, LS. 2004. *Basic research methods for librarians*. 4th ed. Westport, Conn: Libraries Unlimited.
- Premchand-Mohammed, S. 2011. Bridging the gap between print and electronic resources at a multi-campus university library, *VINE*, Vol. 41 (3): 315-333.

- Prytherch, R. 2000. *Harrod's librarian glossary and reference book*. 9th ed. London: Gower Publishers.
- Punch, KF. 2005. *Introduction to social research quantitative and qualitative approaches*. London: Sage.
- Punch, KF. 2009. *Introduction to research methods in education*. London: Sage.
- Rahman, MZA. & Darus, SH. 2004. Faculty awareness on the collection development of the International Islamic University Library. *Malaysian Journal of Library & Information Science*, Vol.9 (2): 17-34.
- Ramasodi, B. 2009. The information needs of student library users and the fulfillment thereof at the University of South Africa. *Thesis*: submitted in partial fulfillment of the requirements for the degree of Master of Information Science at the University of South Africa.
- Reitz, JM. 2016. Online dictionary for library and information science. Available at: http://www.clio.com/ODLIS/odlis_e.aspx. Retrieved on: 08 March 2016.
- Ridley, D. 2008. *The literature review: a step-by-step guide for students*. Los Angeles: Sage Publication.
- Rosenberg, D. 2005. Towards the digital library: findings of an investigation to establish the current status of university libraries in Africa. Oxford: INASP. <http://www.inasp.info/uploaded/documents/digital-libr-final-format-web.pdf>. Accessed 29 October 2012.
- Sarantakos, S. 2013. *Social research*. 4th ed. Basingstoke, Hampshire :Palgrave Macmillan.
- Saunders, M. & Lewis, P. 2012. *Doing research in business and management: an essential guide to planning your project*. Harlow, England: Pearson.
- Seetharama, S. 1997. Collection development and management in an information technology-based environment: current initiatives and issues. *DESIDOC Journal of Library & Information Technology*, Vo. 17 (1): 11-20.

- Smith, DA. 2008. Percentage based allocation of an academic library materials budget. *Collection building*, Vol. 27 (1): pp. 30-34.
- Smith, J.G., Fouche, B., Muirhead, D., & Underwood, P.G. 2011. Namibia library and information service sector strategic assessment study: baseline study- interim report, Knowledge Leadership Associates, [Online], Available: www.knowlead.ac.za Accessed 02/10/2014.
- Soules, A. 2009. The shifting landscape of e-books. *New Library World*, Vol. 110 (1/2): 7-21.
- Swain, DK. & Panda, KC. 2009. Use of electronic resources in business school libraries of an Indian state: a study of librarian's opinion. *The Electronic Library*, Vol. 27 (1): 74-85.
- Tashakkorri, A. & Teddie, C. 2009. *Foundation of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioural Science*. Los Angeles: Sage.
- Ubogu, JO. & Okiy, RB. 2011. Sources of funds in academic libraries in Delta State, Nigeria. *Library Philosophy and Practice*.
- University of Namibia. 1997. *Annual report 1997*. Windhoek. University of Namibia.
- University of Namibia. 2010. *Annual report 2010*. Windhoek. University of Namibia.
- University of Namibia library establishment. 2012. Windhoek: University of Namibia. Retrieved from: http://www.unam.na/library/ilrc_index.html. Accessed 23 May 2012.
- University of South Africa. 2013. *UNISA Policy on Research Ethics*. Pretoria. Available: http://www.unisa.ac.za/contents/colleges/col_agriculture_envirom_sciences/docs/Research_EthicsPolicyJan2013.pdf. (Accessed 15 October 2014).
- Van Zijl, CW. 2005. Developing and managing information collections for academics and researchers at University of Technology: a case study. Dissertation: submitted in accordance with the requirements for the degree of Doctor of Literature and Philosophy in the subject of information science. Pretoria: University of South Africa.

- Vignau, BSS. & Meneses, G. 2005. Collection development policies in university libraries: a space for reflection. *Collection Building*, Vol. 24 (1): 35-43.
- Wella, K. 2011. Planning for the University of Malawi Library automation project. *Innovation*, 43: 66 – 83.
- White, GW. 2004. Collaborative collection building of electronic resources: a business faculty/librarian partnership. *Collection Building*, Vol. 23 (4): 177-181.
- White, GW. & Crawford, GA. 1997. Developing an electronic information resource collection development policy. *Collection Building*, Vol. 16 (2): 53-57.
- Wilkins, V. 2007. Managing e-books at the University of Derby: a case study. *Program: electronic library and information systems*, Vol. 41 (3): 239-252.
- Wilkinson, C. & Lewis, LK 2003. The complete guide to acquisitions management. London: Libraries Unlimited.
- Witternbach, S. 2005. Restructuring collection development for empowerment and accountability. *Collection building*, Vol. 24 (3): 83-86.
- Yin, RK. 2002. *Case study research: design and methods*. 3rd ed. London: Sage.
- Zahid, A., Khan, MT. & Waheed, A. 2014. Impact of electronic resources on collection development and library services: a case study of government college university library, Lahore. *Pakistan Library and Information Science Journal*, vol. 45 (3): 71-76.
- Zhang, L., Ye, P., Liu, Q. & Rao, L. 2011. Survey on the utilization of NSTL electronic resources in colleges and universities in Wuham, China. *The Electronic Library*, Vol. 29 (6): 828-840.

APPENDICES

Appendix 1: Letter to participants (questionnaires)

Dear Participant,

My name is Maria Ashilungu. I am a Master's student for Information Science at the University of South Africa. I am currently conducting a study on **“Collection development practices at institutions of higher learning with special reference to electronic resources: a case of the University of Namibia Library”**. The aim of the study is to investigate the collection development practices at the UNAM library (and its constituent colleges) with special reference to the electronic resources. In this study, collection development refers to all activities and processes performed and followed, respectively, to procure, process, stock, and dispose (or weed) library resources.

I have identified you as a potential respondent to assist in providing relevant data relating to the objectives of this research. In order to maintain confidentiality, I humbly request you to not provide your name anywhere in the questionnaire. Kindly take note that your responses will be anonymous, and that participation in this study is voluntary, you may withdraw at any time you wish to do so.

Kindly return this survey questionnaire to the researcher within five days at mashilungu@unam.na. For inquiries relating to this questionnaire, do not hesitate to contact me on the contact details below.

Thank you in advance for your time.

Best regards,

Maria Ashilungu

Department of Information Science (UNISA)

Tel: 061: 206 4670/ Mobile: 081-8959867

Email address: mashilungu@unam.na

Appendix 2: Consent to participate in the questionnaire

1. I hereby confirm that I have been informed by the researcher, Maria Ashilungu, about the nature, conduct, benefits and risks of this study.
2. I have the opportunity to ask any questions related to this study, and I have received satisfactory answers to my questions.
3. I have received, read, and understood the above written information (participant letter of information) concerning the study.
4. I understand that all information to be gathered is confidential and will not prejudice me in any way.
5. Therefore, I voluntarily agree to take part in this research.

Please tick the box below to indicate your consent.

I have read the consent form and hereby agree to participate in this study.

☐

Appendix 3: Questionnaire for faculty participants

Instructions to participants:

Please tick the appropriate answer where applicable.

SECTION A: DEMOGRAPHICS OF RESPONDENTS

1. Please indicate your gender?

☐ Male

☐ Female

2. Please select your age group using the ranges provided below.

☐ Under 30

☐ 31-40 years

☐ 41-50 years

☐ 51-60 years

☐ Over 60 years

3. What is your job title or rank?

Professor	<input type="checkbox"/>
Associate professor	<input type="checkbox"/>
Senior Lecturer	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>
Assistant Lecturer	<input type="checkbox"/>
Other (<i>please specify</i>)	<input type="checkbox"/>

4. At which campus of the University of Namibia do you work?

Hifikepunye Pohamba	Jose Eduardo Dos antos	Katima Mulilo	Komasdal	Neudamm
---------------------	---------------------------	------------------	----------	---------

Ogongo	Northern campus	Rundu	Sam Nujoma	School of Medicine	Southern Campus
--------	--------------------	-------	---------------	-----------------------	--------------------

☐ Windhoek (main)

5. Please select the name of the faculty in which you are currently teaching.

Agriculture & Natural Resources	<input type="checkbox"/>
Economics & Management Sciences	<input type="checkbox"/>
Engineering & Information Sciences	<input type="checkbox"/>
Education	<input type="checkbox"/>
Health Sciences	<input type="checkbox"/>
Humanities & Social Sciences	<input type="checkbox"/>
Law	<input type="checkbox"/>
Science	<input type="checkbox"/>

6. How many years have you worked at the University of Namibia?

Less than a year	
1 - 10 years	
11 - 20 years	
31 - 40 years	
More than 40 years	

SECTION B: COLLECTION DEVELOPMENT PROCEDURES AND POLICIES.

7. Have you been made aware of the guidelines on processes/procedures for the following collection development activities?

	YES	NO
a. Budget allocated to your faculty for ordering books for the library		
b. Acquiring books for the library		
c. Selecting books for the library		
d) Collection development policy for the library		
e) Evaluation of library materials		
f) Weeding of (disposing) books from the library		

8. If yes, how did you become aware of the procedures and policies on the above?

At a faculty meeting	
From the subject librarian of the faculty	
Library website	
Through university intranet	
From a colleague	
Other (specify).....	

9. Does the faculty/department have a library coordinator who is involved in collection development activities?

Yes	
No	
Not sure	

10. Have you ever worked with your subject librarian or any other librarian to procure electronic resources or materials?

Yes	
No	

11. How would you rate (in terms of your satisfaction) your own involvement in collection development through the activities outlined below?

	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied
Budgeting					
Selection of library materials					
Procurement					
Maintenance of resources					
Weeding/deselection of materials					

12. Are you familiar with the collection development policy of the University of Namibia library?

Yes	
No	

13. If yes, how did you become aware of the policy?

Library staff	
Fellow lecturer	
Browsing the internet	
Library website	
Others, please specify:	

14. How would you rate your knowledge about the collection development policy at the University of Namibia library?

	Highly knowledgeable	Sufficient knowledge	Limited knowledge	None at all
Ordering books for the library				
Selecting books for the library				
Collection evaluation books for the library				
Weeding of books from the library				

15. Do you know what the collection development policy entails?

Yes	
No	
Don't know	

16. If YES, please briefly outline what the collection development policy entails?

.....
...

17. In your opinion, how important is the collection development policy for the library?

Very important	
Important	
Average	
Unimportant	
Not important at all	

18. How frequently are you involved in the collection development activities and processes of the UNAM library?

Always	
Often	
Sometimes	
Rarely	
Never	

SECTION C: ROLE OF ICTs IN COLLECTION DEVELOPMENT.

19. Are you aware that ICT can be used in weeding, collection evaluation, selection and acquisition of information resources?

Yes	
No	

20. Do you use electronic information selection tools?

Yes	
No	

21. How often do you use ICT when conducting collection development in terms of the followings?

	Always	Often	Sometimes	Rarely	Never
Selection of library materials					
Evaluation of resources					
Weeding/deselection of materials					

22. How would you rate your satisfaction rate with the ICT used in collection development?

	Very satisfied	Satisfied	Neither	Dissatisfied	Very dissatisfied
Selection of library materials					
Evaluation of resources					
Weeding/deselection of materials					

SECTION D: FACTORS INFLUENCING COLLECTION DEVELOPMENT.

23. Which one of the following factors influence or can influence collection development at UNAM? Please list in the order of priority if possible?

	Select (x)	Rate (1-7)
Budget allocation for e-resources		
Content of communication between faculty & librarians		

based on different understanding of the roles		
Selection of materials		
Collection development policy		
Ordering of materials		
Functions of the collection development		
Collection evaluation		

24. Do you know if the library has a budget allocated for your faculty to purchase library materials?

Yes	
No	

25. If No, please go to Section E.

26. If yes, how much was allocated in 2016 in your faculty?

Print books	
E-books	
Print journals	
Online journals	
Online databases	
Other, please specify	

27. Do you think the budget is sufficient for electronic resources for this year?

Yes	
No	

SECTION E: THE ROLE OF FACULTY MEMBERS AND LIBRARIANS IN COLLECTION DEVELOPMENT.

28. What is your role as a faculty member in collection development?

29. How would you rate the role that faculty members play in collection development?

	Very important	Important	Don't know	Not important
Budgeting				
Selection of library materials				
Maintenance of resources				
Evaluation of resources				
Weeding/de-selection of materials				

SECTION F: CHALLENGES FACED IN COLLECTION DEVELOPMENT

30. What challenges have you experienced when selecting electronic resources?

Lack of catalogue	
Librarians not always available to help	
Not sure which publisher offer e-resources	

Lack of list of titles from vendors	
Others, please specify:	

31. Do you ever make suggestions on how the collection development could be improved?

Yes	
No	

32. If yes, how often would you say that your suggestions are considered in the improvement of collection development practices?

Never	
A few times	
Many times	
Always	

33. If your answer is NO to question 33 above, what is the reason for not making any suggestion?
34. What would you like to recommend in order to improve the collection development activities of e-resources at the University of Namibia Library?

Thank you very much for answering the questionnaire!

Appendix 4: Letter to participants (interview)

Dear participant,

I, Maria Ashilungu, kindly invite you to participate in the study entitled: **Collection Development Practices at the Institutions of Higher Learning in Namibia with special reference to electronic resources: A case of the University of Namibia Library**. This study is undertaken as part of the requirements of the Master's degree in the department of Information Science at the University of South Africa (UNISA).

Participation in this study is voluntary, and you can withdraw at any time. All your responses will remain confidential, and your name will not be divulged to anyone.

The interview will take about 15 to 20 minutes of your time.

If you have any questions or concerns about participating in this research, please feel free to contact me on the contact details below.

Thank you in advance for your time.

Best regards,

Maria Ashilungu

Department of Information Science (UNISA)

Tel: 061: 206 4670/ Mobile: 081-8959867

Email address: mashilungu@unam.na

Appendix 5: Consent to participant in the interview

1. I hereby confirm that the researcher, Maria Ashilungu, has informed me about the nature, conduct, benefits and risks of this study.
2. I have the opportunity to ask any questions related to this study, and I have received satisfactory answers to my questions.
3. I have received, read and understood the written information in the letter to participants concerning the study.
4. I understand that all information will be confidential and will not prejudice me in any way.
5. Therefore, I voluntarily agree to take part in this research.
6. Please tick the box below to validate your consent.

I have read the details of the consent, and hereby agree to participate in this study.

☐

Appendix 6: Interview schedule

SECTION A: DEMOGRAPHIC PROFILES OF RESPONDENTS

1. Date of interview:
2. Name of the Campus:
3. Name of your faculty:
4. State your qualifications:
5. Please state your age group: 20-25; 26-30; 31-35; 36-40; 41-45, 46-50; 51-55; 56-60; 60+ years
6. State your gender:
7. How long have you worked in the library and information sector?
8. How many years of experience do you have in the current position?

SECTION B: COLLECTION DEVELOPMENT PROCEDURES AND POLICIES

9. Briefly explain your responsibilities in collection development activities in your library?
10. Do you collaborate with faculty members in collection development?
11. Which faculty members do you work with in collection development?
12. How frequently do you conduct user needs analysis for your faculty?
13. For what purpose do you conduct a user need analysis?
14. What challenges do you experience when conducting user needs analysis for your faculty?
15. Do you have a collection development policy in place?
16. Does the policy address collection development of electronic resources?

17. What are the guiding principles upon which collection development of e-resources is conducted?
18. What is your satisfaction level with the principles and guidelines?
19. How frequently is the collection development policy revised in your library? Who is involved in the revision of the policy?
20. How is the content of the collection development policy communicated to the library staff, faculty members and students?
21. Do you think electronic resources should be given special consideration in the collection development policy? Explain.

SECTION C: THE ROLE OF ICT IN COLLECTION DEVELOPMENT

24. Which ICT do you use when conducting collection development in terms of selection, weeding, collection evaluation, and acquisition of information resources?
25. How often do you use the ICTs in collection development?
26. How would you rate your satisfaction rate with the ICTs used in collection development, right from selection to weeding?
27. How effective is your Integrated Library Management System (Sierra) in the management of the collection development activities in the UNAM library?
28. In which ways can ICT be used in weeding and evaluation of electronic resources?
29. What selection tools does your library use for the selection of electronic and print library materials?
30. Are the selection tools easily accessible by teaching staff who are involved in the selection and weeding of library materials?

SECTION D: FACTORS INFLUENCING COLLECTION DEVELOPMENT

31. Which selection and evaluation requirement library staff normally selects and acquires electronic resources materials? Please list in the order of priority if possible, such as: technical requirements, supply, contents, vendor support and functionality and reliability?
32. What does the term license agreement mean to you?
33. Does the library get vendor support when acquiring e-resources in term of the following: trial evaluation and product demonstration, user training and support, and bibliographic data provision?
34. How is the budget for collection development allocated to the faculty under your responsibility?
35. How much is allocated to your faculty this year?
36. Is the current budget similar or different from the one allocated in the previous years?
37. Is the budget allocated to your faculty sufficient to cover electronic materials this year?

SECTION E: THE ROLE OF FACULTY MEMBERS AND LIBRARIANS IN COLLECTION DEVELOPMENT

38. What is your role as a subject librarian in collection development?
39. How often do you communicate to the faculty members in the process of collection development?

40. How does the teaching staff communicate their selection of library materials to the library?

SECTION F: CHALLENGES FACED IN COLLECTION DEVELOPMENT

41. What are the challenges in collection development activities at the University of Namibia Library in terms of collection development policy, selection of e-resources, ordering of the resources and actual purchase, weeding, collection evaluation, and budget allocation of library materials?

42. In your opinion, how can the above mentioned challenges of collection development practices at UNAM library be overcome?

43. What problems do you experience in the application of ICT in collection development activities?

Appendix 7: Editor approval letter

3 April 2018

To whom it may concern

I, the undersigned, hereby acknowledge that I edited and proofread the following thesis for language and typographical correctness:

**COLLECTION DEVELOPMENT PRACTICES AT INSTITUTIONS OF HIGHER
LEARNING IN NAMIBIA WITH SPECIAL REFERENCE TO ELECTRONIC
RESOURCES: THE CASE OF THE UNIVERSITY OF NAMIBIA LIBRARY**

I have indicated the areas in the thesis to which attention should be paid. All changes that are made to this thesis after the date above are not covered by the editing and proofreading done.

I trust that my advice was accepted, and that these corrections and changes were executed as suggested.

Sincerely

Linea Hamukwaya

Editorial Consultant

PhD in English Studies candidate (1st year), Master's in English Studies, Postgraduate Diploma in French Language (Summa Cum Laude), Bachelor of Education (honours - English and French), and Certificate in Business Writing.

Thank you very much for your time!